Hirtle E.M. The historical content of fourth grade geography textbooks 1945

Service Paper

BOSTON UNIVERSITY
SCHOOL OF EDUCATION
LIBRARY
Ed.
Service Paper
Hirtle, E.M.
1945
The Gift of Esther M. Hirtle

Ed
Science
Paper
Hirtle, E.M.
1945

Stored

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

THE HISTORICAL CONTENT OF FOURTH GRADE GEOGRAPHY TEXTBOOKS

Submitted by

Esther M. Hirtle
(B.S. in Ed., Bridgewater, 1935)

In partial fulfillment of requirements for
the degree of Master of Education

1945

First Reader: W. Linwood Chase, Professor of Education
Second Reader: Helen A. Murphy, Assistant Professor of Education
Third Reader:

Boston University
School of Education
Library

Gift of C. M. Arnitle
May 11, 1945
School of Education
25941

TABLE OF CONTENTS

CHAPTER		PAGE
I.	STATEMENT OF THE PROBLEM	1
II.	RELATED STUDIES	8
III.	ANALYSIS OF TEN FOURTH GRADE GEOGRAPHY TEXTBOOKS FOR HISTORICAL CONTENT	20
IV.	RESULTS AND CONCLUSIONS	78
BIBLIOGRAPHY		83
APPENDIX		88

LIST OF TABLES

TABLE PAGE

I. A List of the Ten Fourth Grade Geography Textbooks Studied Arranged According to Date of Publication 7

II. The Number of Topics of Historical Content in Each of the Ten Fourth Grade Textbooks Studied 40

III. The Textbooks Arranged According to the Number of Topics in Each 42

IV. The Number of Words About Egypt Arranged Alphabetically According to the Authors of the Textbooks Studied 44

V. The Number of Words About Egypt Arranged According to the Publication Dates of the Textbooks Studied 47

VI. Nine Topics About Egypt Listed According to Their Frequency 50

VII. The Number of Words in the Longest Topic 53

VIII. Topics of Historical Information 55

IX. Topics Appearing Most Frequently in the Texts 62

X. The Frequency of Topics According to the Texts 62

TABLE PAGE

XI. Topics of Historical Content Taken from Captions of Illustrations 73

XII. The Most Common Topics of Historical Content Taken from Captions of Illustrations 77

CHAPTER I

STATEMENT OF THE PROBLEM

The analysis of ten Fourth Grade geography textbooks was made for the purpose of finding out how much history is taught in the textbooks. Today the study of geography is receiving greater emphasis than ever before. Wendell Wilkie[1] reported on a world transformed by rapid communication and economic interdependence as he saw it after his famous global trip and his book One World made people realize how great the need is for understanding and knowing other peoples, the very essence of geography itself.

As further evidence of this great emphasis upon geography Whitaker[2] suggested that a G for geography be added to the three R's of education.

> Today geography is recognized as one of the most important social studies and whether it is taught in elementary school under the name of plain geography or in high school..... it now possesses a vitality that makes students eager to learn.[3]

---

[1] Wendell Wilkie, One World in Prefaces to Peace, (New York: Simon and Schuster, 1943), 437 pp.

[2] J. R. Whitaker, "New Emphases in Geography," Peabody Journal of Education, 21:225, January, 1944.

[3] Harold Gluck, "Geography Today," Social Studies, 32:299, November, 1941.

Raymond B. Fosdick, President of the Rockefeller Foundation, admirably stated the objective and need for greater understanding of the world today, in the teachers' foreword of Geography Around the World by W. R. McConnell.

> With the world closely knit together by the advance of technology, every country has an inescapable obligation to be intelligent about its newly found neighbors. Without any definite intention to build a world like this, we suddenly find ourselves living on each other's doorsteps. We do not have to approve everything our neighbors do, but we face the necessity of living close together in the same world with them; and if we remain ignorant about them-- how they think and live and what social and cultural purpose motivate them-- the distruct and suspicion which ignorance always creates will in the end lead to new catastrophes. No intelligent man can ever again say about any political event or social process in any part of the world: "This is nothing that need interest me."[4]

To the child reading Geography Around the World by W. R. McConnell, this explanation of the need for studying the world and its people is directed.

> The earth is your home. You can never know too much about it. Each year you will learn more through your study of geography. You will learn still more by reading books, magazines, and newspapers. You will travel over parts of it and see it for yourself.
>
> Already you know that it is a great round ball. Part of it is land and a larger part is water. Almost everywhere on the land people are living. They are like you in some ways and different in some ways, but they all need the same things you do.

---

[4] W. R. McConnell, Geography Around the World, (New York: Rand McNally, 1945), foreword.

> Ships sail back and forth across the oceans. Airplanes fly over the land and water, halfway around the earth in two or three days. Over the radio you listen to people speaking from every continent, and you hear their words as soon as they speak them. The earth is your home. There are no faraway places, really, or strange people.[5]

Since history and geography are so closely allied it seemed reasonable to believe that some history was taught along with geography. It seemed to be an interesting study to find out how much of what is taught under the subject of geography could be classified as history.

This study was based upon geography textbooks because it has been found that teaching has greatly depended upon textbooks. Cornforth[6] stated in her study of history textbooks that the textbook still very largely dominates much classroom instruction. In agreement with this conclusion is Bamesberger[7] who found that the textbook exercises a direct and extensive influence upon curriculum and teaching methods. She found that it is probable that the basic textbook is the greatest factor in determining the amount of

---

[5] Ibid., p. 224.

[6] Marie Cornforth, Analysis of the Treatment of the World War in Eleven Junior High School Textbooks (unpublished Master's thesis, Boston University, Boston, 1942), p.18.

[7] Velda Bemesberger, Appraisal of a Social Studies Course, (New York: Bureau of Publications, Teachers College, 1928), p. 63.

information acquired by pupils and that the average teacher, even with a course of study containing a variety of activities and a wealth of reference materials, is inclined to follow rather closely the basic textbook.

Therefore, if history is taught along with the teaching of geography, historical material probably would be part of the textual information of geography books. In regard to history and geography textbooks Orr[8] found that probably in no other country is as much dependence placed on textbooks as in the United States and that this is especially true in history and geography classes and in no other classes are attitudes toward other people so apt to be built.

The organization of the geography texts, studied in this analysis, followed closely the plan of building worthwhile attitudes toward other people through an understanding of the way others live and make a living. The regional basis for geography study has been accepted in the United States by a majority of geographers.[9] Typical regions of the world were selected for study by all textbook authors. The Belgian Congo was used frequently to typify a warm, moist land, while the

---

[8] Harriet Orr, "History Textbooks and International Attitudes," Social Studies, 32:255, October, 1941.

[9] M. A. Cashen, Interrelationship Between Textbooks in Geography, Science-pedagogy of Geography, (unpublished Master's thesis, Boston University, Boston, 1942), p. 72.

desert life of the Bedouin Arabs was used as another regional unit of study.

Typical regions of the world were visited by the children through textbook reading, as a means of showing how man adjusts himself to his environment. The journey treatment introduces geographic concepts in natural settings according to Dodge.[10] Imaginary journeys were taken by the children to visit the homes of children in distant lands. Stull[11] found that journey geography suits elementary school pupils and that they enjoy visits to far off places.

Different typical regions were visited in the imaginary journeys but the plan of study for each region was about the same in all of the ten books. The material was divided into units of study with various types of questions at the end of each unit. Graphs, maps and illustrations related to the textual material were included in each book.

---

[10] Richard Dodge and Earl Lackey, The World and Its People, (New York: Rand McNally, 1932), iv.

[11] DeForest Stull and Roy Hatch, Journeys Through Many Lands, (Boston: Allyn and Bacon, 1941), iii.

SELECTION OF TEXTS

For this analysis of historical content in fourth-grade geographies ten of the most recent and widely used fourth-grade books were selected. For a list of the geography books analyzed see Table I.

It will be noticed that two of the books selected are by the same authors, Wallace Atwood and Helen Thomas. There is a definite reason for this. The book named Visits in Other Lands was chosen because of its recent publication date in 1943. Homelife in Faraway Lands seemed a wise choice for it is the geography text used in our system at the present time.

All of the textbooks have been published between 1932 and 1945: one each in 1932, 1936, 1938; three in 1939; two in 1941; one in 1943; and one in 1945. All but two of the texts were published after 1938. The oldest book was published thirteen years ago, and the newest is just off the press in 1945. The average age of the books studied is about five years.

TABLE I

A LIST OF THE TEN FOURTH GRADE GEOGRAPHY TEXTS STUDIED

ARRANGED ACCORDING TO THE DATE OF PUBLICATION

1. Richard Dodge and Earl Lackey, The World and Its People, (New York: Rand McNally, 1932).

2. Harlan Barrows and Edith Parker, Journeys in Distant Lands, (New York: Silver Burdett, 1936).

3. Wallace Atwood and Helen Thomas, Homelife in Faraway Lands, (Boston: Ginn, 1938).

4. Frederick Branom and Helen Ganey, Our Land and Far Lands, (New York: Sadlier, 1939).

5. Frances Carpenter, Our Neighbors Near and Far, (New York: American Book, 1939).

6. J. Russell Smith, World Folks, (Philadelphia: Winston, 1939).

7. G. R. Bodley, People of Other Lands, (New York: Iroquois, 1941).

8. De Forest Stull and Roy Hatch, Journeys Through Many Lands, (Boston: Allyn and Bacon, 1941).

9. Wallace Atwood and Helen Thomas, Visits in Other Lands, (Boston: Ginn, 1943).

10. W. R. McConnell, Geography Around the World, (New York: Rand McNally, 1945).

CHAPTER II

RELATED STUDIES

In carrying on research to indicate what has been done in the analysis of Fourth Grade geography textbooks for historical content, it was significant to find that no study had the identical purpose of this analysis, although four studies determining historical content and a variety of studies in related fields were read.

Studies of closely allied interest were useful in emphasizing the new interest in geography, in stressing the close alliance of history and geography, and in demonstrating various methods of value in textbook analysis.

Whitaker[1] announced that there are three new emphases in geography. There is a great increase in the amount of geography taught, a current emphasis on global geography, and an increase in the use of maps, particularly polar maps. One of the causal factors of the renewed interest in geography is the airplane. Whitaker felt that this interest would have come about come about anyway, but that the war has made people more fully aware of how close they really are to each other in

---

[1] J. R. Whitaker, "New Emphases in Geography," Peabody Journal of Education, 21:224, January, 1944.

in terms of air distance. He reports that a study, made by Virgil Herrick[2], of problems in the elementary schools in the Middle West, found that the only questions in the field of social studies dealt with geography. As a result of his tabulation, Professor Herrick calls this a time of a renaissance in geography in the public schools.

Children are learning more geography than ever before and the general public is learning right along with them. This is definitely due to the war--so graphically portrayed in magazines, newspapers, over the radio, and in the theater. While history is being made the world is learning geography. The emphasis is greater than ever before. Therefore, studies of geography and geography textbooks should be very important in keeping pace with and advancing with this new emphasis.

Both geography and history have felt the impact of the war. Davis[3], in an article called, "Historians Awake!" stressed the need for teaching history in relation to present day issues. He cites the example of Hitler, who manipulated social and historical issues to create world destruction. He feels that history teachers have a heavy responsibility in preventing such catastrophes through being awake to the dangers of such doctrines.

---

[2] Ibid., p. 225.

[3] Harold Davis, "Historians Awake!" Social Studies, 33:51-52, February, 1942.

The war has not only affected the subject matter being taught but also teaching methods. The army training program has jolted education considerably, and has shown what can be taught quickly and effectively.

In Ruppert's[4] study of the Correlation Between Geography and History in an Army Air Force College Training Program, the army points the way to greater cooperation in organizing the curriculum and stresses the close relationship of geography and history.

A trainee for a commission in the Army Air Forces must have a well balanced education. He must be aware of causes, developments, and meanings in war. It was found that geography and history contribute to these objectives. Subject matter, in the fields of geography and history, needs to be closely and effectively correlated to give the Army Air Forces the greatest possible service.

The average trainee believes that history is largely a thing of the past--a conglomeration of isolated dates and facts. His attitude toward geography is a narrow, restricted one. Ruppert found that many students had not had a thorough course in geography at any level.

---

[4] William Ruppert, "Correlation Between Geography and History in an Army Air Forces College Training Program," Education, 64:510, April, 1944.

"Since history and geography are, by the nature of their content, closely related, it is desirable to further this relationship by careful course organization in both fields", says Ruppert.[5] This was the first kind of cooperation between history and geography departments in correlating their work effectively in an army program.

Ruppert[6] speaks of the present trend in the public school systems and the colleges of the United States, toward improving courses in history and starting courses in geography. He feels that since these closely related subjects have proved so valuable in this war, the public is recognizing them as important studies. He also states that the trend is to teach the fundamentals of geography in relation to historical events and not separate from them. This trend has direct bearing upon the analysis of historical content in geography textbooks and is therefore pertinent to this study.

De Forest Stull, in a discussion of the status of geography in the social studies program, agreed with Ruppert's conclusions. He wrote, "Geography is intimately related to all fields of knowledge, but especially to science and history."[7]

---

[5] Ibid., p.511.

[6] Ibid., p.512.

[7] De Forest Stull,"Geography in the Social Studies Program," Thirty-Fifth Yearbook of the National Society for the Study of Education, 1936, p.69.

Geography and history are so closely interwoven in content, it is often difficult to select definite and separate geographical and historical material. Since one of the problems of this study was to decide what type of information could be called historical, reading in this area proved helpful. A discussion of the results of this reading may be located in Chapter III.

Since this study was based upon Fourth Grade textbooks, it was interesting to find the importance of the textbook discussed again and again in articles and studies of geography.

In Tyler's[8] opinion the textbook is frequently the most effective means of helping students organize their ideas. In an article about textbooks, Tyler showed that the textbook is now used in a very different world than a few years ago, and that because of this, the uses of the textbook have changed. He does not believe in discarding the textbook, for he says that it has an important function in helping the student "make meaningful his experiences".[9] If the textbook is used for this purpose, Professor Tyler believes it will have a major role in the modern school.

---

[8] Ralph Tyler, "Place of the Textbook in Modern Education," Harvard Educational Review, 11:332, May, 1941.

[9] Ibid., p. 338.

From Orr's[10] study she judged that the textbook exercises a direct and extensive influence upon the curriculum and upon teaching methods. She found that the attitudes of students were directly traceable to their textbooks study. She reported that there is a great dependence upon textbooks especially in geography and history classes.

Cornforth[11] discovered that the textbooks used in junior high schools varied greatly in their treatment of the World War. A wide variety of events were located in the eleven books which were analyzed and a great difference of opinion was shown in the importance of the events of the war. The child's idea of an event as studied from one textbook may be quite different from that as studied from a different text. She concluded that it is a problem for educators to find out exactly what our textbooks are teaching American children.

One of the greatest problems in curriculum construction is the selection of content and writers of textbooks admit that their great problem is to decide what material to include

---

[10] Harriet Orr, "History Textbooks and International Attitudes," Social Studies, 32:254, October, 1941.

[11] Marie Cornforth, "Analysis of the Treatment of the World War in Eleven Junior High School History Textbooks," (unpublished Master's thesis, Boston University, Boston, 1952), p. 135.

in their books, stated Rugg.[12] In a discussion of the social studies, Rugg emphasized the value of history as a means of making pupils more intelligent about the problems of every day life. He felt that the sort of history and the amount of historical reference needed to properly understand modern problems ought to be taught.

He reviewed social studies books to find out what per cent of history was included, approximately what dates were used, and what historical characters were enumerated. As a result of his study he discovered there was a great need for reconstruction of history courses. He found that what goes into the elementary school textbooks is of vital significance for the textbook forms the basis of instruction.

In an appraisal of a social studies course, Bamesberger[13] reported that the courses for the first nine grades of the school system which she studied, combine the work in history, geography, and citizenship into large units of subject matter. Some of these units of work were almost

---

[12] Harold Rugg, "The Social Studies," Third Yearbook of the Department of Superintendence, 1925, p. 217-224.

[13] Velda Bamesberger, Appraisal of a Social Studies Course, (New York: Bureau of Publications, Teachers College, 1928), p.3.

all made up of geographic material, while others seemed to be mainly historical. In some of the units both geography and history were combined. As for example, the study of Greece where the historical background was considered necessary to bring about an understanding of the geography of the country.

Bamesberger[14] also stated the importance of the basic textbook in determining the amount of information acquired by pupils. She judged that the average teacher very closely follows the basic textbook and that therefore it is the greatest factor in determining what information is learned in most geography classes. Since this study dealt with textbooks in geography it was significant to find such a viewpoint.

Research suggesting how others had attacked a problem concerning the analysis of textbooks was valuable in the organization of this study. Several interesting studies to determine historical and geographical content in various types of textbooks were examined.

Lundberg[15] reported a great diversity of opinion shown in the extent and variety of material in social studies textbooks. He also found a great difference of opinion as to

---

[14] Ibid., p. 63.

[15] George Lundberg, "Political, Social, and Economic Objectives as Treated in Recent Social Studies Textbooks," (unpublished Master's thesis, Boston University, Boston, 1934), p. 73.

how much historical information should be included in geography books. He outlined the procedure of textbook examination as he analyzed the texts to find if the historical content has been specifically inserted by the author with a definite objective.

Pierce[16] conducted a study of textbooks to determine civic attitudes found in them. It is significant to note that Pierce located on the whole far less material tending toward civic education in geographies than in other books surveyed in the study. The geography books were also examined to determine the contributions to history made by the regions or countries studied in each book. Although the chapters contained much information about many countries, a statement about the contributions of Italy to history was very interesting. Pierce[17] said that Italian art, architecture, science, music, the influence of the Latin language, and Roman law upon the civilized world, are the chief contributions made by the Italians, according to the geographies.[17] It would seem that in the geography texts that she studied there were items of the kind of historical content which this study analyzed.

---

[16] Bessie L. Pierce, Civic Attitudes in American School Textbooks, (Chicago: University of Chicago Press, 1938), p. 175.

[17] Ibid., p. 179.

In a study to determine whether the amount of geographic content in third grade readers is increasing or decreasing, Meighen[18] found a wealth of material. In the analysis of twenty Third Grace readers, ten of which were published before 1930 and ten later than 1930, Meighen listed the names of the places introduced and noted the type of information given in each story. For illustration she used the countries of Japan and Arabia as treated in the stories. In tabulating the geographic content of each book, a country or region was counted only once, even if the place was mentioned several times. In the tabulation of historical topics the same procedure was used in Chapter III of this analysis. Meighen selected a great deal of material about far off places from the stories which she presented in tables to show the kinds and number of geographic references.

In answer to the question of what is to be done about stories which introduce geographic settings essential to the appreciation of reading content, Meighen states her opinion.

> The radio, the automobile, the morning newspapers, and family conversation have carried even the youngest child out of his immediate environment into world interests so we should not deprive children of stories about far away lands but we, as teachers, must give attention to setting

---

[18] M. Meighen and Edith Barth, "Geographic Material in Third Readers," Elementary English Review, 15:299, May, 1938.

the stage for the reading of this material. We must clarify concepts and build up new meanings.[19]

In conclusion Meighen[20] felt that her study revealed interesting facts. There was very little difference in the amount of material in third readers before and after 1930 so the age of the reading book makes very little difference in the amount of geographic content. There is a great amount of geographic material introduced in third readers which children would not understand unless they knew more about the regions introduced. Many items used in the stories needed the use of maps and pictures for understanding. These conclusions, about the geographic content in third readers, were studied to determine whether they were true in relation to the historical content of geography texts.

The objective of the study of "Latin American Content in Some Basic Tests in Use in the United States", by J. Donald Neill,[21] was to find out just what material was in each textbook. The textbooks studied were published between 1938 and 1942 and he tried to find out if there was more material in 1938 or in 1942.

---

[19] Ibid., p. 300.

[20] Ibid., p. 301.

[21] J. Donald Neill, "Latin American Content in Some Basic Tests in Use in the United States," Journal of Educational Research, 38:175, November, 1944.

The results of his study are not important to this analysis but his method of attacking his problem was very helpful. He suggested looking for topics of greatest importance and for similar topics in the texts. He suggested also, studying material in relations to the publication dates of the textbooks.

Neill's was a very stimulating article, full of challenging questions about the content of textbooks used in the United States today and his article made the reader feel that an analysis of textbooks could be a contribution to education.

CHAPTER III

ANALYSIS OF TEN FOURTH GRADE GEOGRAPHY TEXTBOOKS FOR HISTORICAL CONTENT

In the analysis of the ten Fourth Grade geography textbooks to determine the historical content a wide variety of material was found. Just how much history was taught in each was discovered by studying each text. As each of the books was read, the material with historical content was marked.

It seems simple to say that all of the historical material was copied word for word. In actual practice the selection of information was not so simple. The question arose of just what could be considered history and what geography.

It is possible to take the extreme viewpoint that all knowledge is history and that everything that has happened on this earth belongs in that classification. While it is agreed that history has a very wide scope, geography is a vast field of knowledge, also. Stull[1] stated that all knowledge is interrelated and that geography considers the relationship of man and his environment. He also said that geography is especially related to history and science.

---

[1] De Forest Stull, "Geography in the Social Studies Program," Thirty-Fifth Yearbook of the National Society for the Study of Education, 1936, p. 70.

Historians have often said that geography is necessary to history and geographers have said the same thing about history in relation to geography. The subjects are distinguishable, according to Stull,[2] in that geography is related to present day environment and history is related to past environment.

Moore and Wilcox[3] stated that as history is read geographic facts are learned that have affected the history of the world. Another authority, Thralls and Reeder,[4] announced that geography enriches the background of history and that the history of every country has been influenced by its geography. Many authorities agreed that geography and history are very closely allied in content.

While geography and history are closely allied, they both have separate and definite contributions to make to the pupil's understanding of human life. The same fact may be used in history and geography, yet in an entirely different way in each subject. It is the way a fact is used that determines its historical or geographic content, not the fact itself.

---

[2] Ibid., p. 72.

[3] Clyde Moore and Lillian Wilcox, Teaching of Geography, (Boston: American Book, 1932), p. 22.

[4] Zoe Thralls and Edwin Reeder, Geography in the Elementary School, (New York: Rand McNally, 1931), p. 95.

Parker[5] stated, "Classification hinges upon use and the major ideas gained through use". Historical content was selected for this analysis upon the basis of names of places, persons, dates, mention of government, monuments, and the contributions of civilizations. If a fact was used to develop or enrich the historical understanding of one of these, it was considered to be valuable to this study and copied as historical content.

---

[5] Edith Parker, "Investigating the Curriculum in Geography," Thirty-Second Yearbook of the National Society for the Study of Education, 1933, p. 103.

SELECTION OF TEXTUAL MATERIAL OF HISTORICAL CONTENT

In selecting a topic of textual material about a place, a definite historical event, building, or city had to be included. Mere mention of the place was not considered enough. An event, such as the Battle of Gettysburg or Columbus' discovery of America, named in connection with the place made the item of value.

In selecting items from the texts about buildings, just the mention of Independence Hall was not definite enough, but when the event of the signing of the Declaration of Independence was included, the topic was selected. The Cairo Museum, when mentioned in connection with objects from the ancient Egyptian tombs, was considered to be of historical content.

As examples of cities, Nineveh and Babylon were only named and no other information was given about them so they were not useful as historical content. On the other hand, Pompeii, was included for the text enumerated the story of the city's excavation and value as an aid to understanding how the people there lived. For the same reason, an item which told about ancient Athens, the Acropolis, and the effect of Greek architecture upon our modern public buildings, was chosen. A modern city, Geneva, was the topic of a valuable item which told of the functions of the World Court.

The same basis was used for selecting historical content about people as for places. The information had to be of definite value, as for example, the men, Robert Peary and Roald Amundsen, were included because of the excellent descriptions of their polar explorations which could be considered history. Groups of people were chosen such as the Mormons, the Pilgrims and the Indians for their contributions to the settlement and development of the United States. A military hero, George Washington, was chosen from an item about his courageous stand at Valley Forge. The hero of a country, William Tell, was selected as an example of one who loved freedom most of all.

It was considered that a date related to an historical event as the date of the building of the Suez Canal, the date of the signing of the Declaration of Independence, and the date of the discovery of the North Pole, all had historical content. It may be said here that dates formed a very small amount of this study because they were so few in number throughout the texts. Instead of definite dates, the phrases, "hundreds of years ago", "long ago", and other indefinite measures of time were found in the textual information.

Information pertaining to government was used if the item told of some definite phase, as for example, the laws of the Romans and the efforts to effect peaceful settlement of quarrels by the World Court at The Hague.

The descriptions of monuments and statues were classified as topics if the reason for them was clearly stated in relation to history. The Lincoln Memorial, the statue of William Tell, and the Statue of Liberty, are examples of monuments which were studied as part of this analysis.

Finally, the contributions of civilizations to the history of the world were selected. The alphabet of the Phoenicians, the language of the Romans, and the art of the Greeks were in this classification.

All the textual material was chosen on a definite basis using the classification set forth in this section. Samples of historical content were placed in this study to show the exact kind of information used and the type of material which was rejected. In the next section numerous samples are analyzed to show how the standards for selection were met.

SAMPLES OF TEXTUAL MATERIAL OF HISTORICAL CONTENT

The standards set for the selection of textual material of historical content were followed carefully in collecting material for study. Two references to William Tell showed definite historical information. In Our Land and Far Lands by Branom and Ganey, a short clear paragraph is given.

> One of the great heroes of Swiss history is William Tell. He helped to drive out some of the enemies of Switzerland about six hundred years ago. Almost every boy and girl has heard the story of William Tell shooting the apple off the head of his son by means of a bow and arrow.[6]

The second reference from People of Other Lands by G. R. Bodley, was much longer yet gave essentially the same information with the addition of interesting conversation and more detail of the shooting of the apple.

> The story of William Tell, whether true or not, shows the Swiss love of freedom. Hundreds of years ago, Switzerland was ruled by an Austrian governor who was very cruel to his people. To force them to show him respect, he had his hat hung on a pole in the market place, and commanded them to bow to it as they passed. All who failed to do so were punished.
>
> One man, named William Tell, would not bow to the governor's hat. So he and his little son were seized and taken before the governor.
>
> "I am told," said the governor, "that you are a wonderful shot with a bow and arrow. Now prove it. Your

---

[6] Frederick Branom and Helen Ganey, Our Land and Far Lands, (New York: Sadlier, 1939), p. 94.

boy shall stand one hundred paces from you, with an apple on his head. If you can split that apple with an arrow, your life is spared. But, if you miss the apple or kill the boy, you shall die at once."

What father would save his own life in this way? Tell refused to shoot at the apple. Then the governor said that if he did not do as he was commanded the boy would be slain before their eyes.

What could poor William Tell do? Asking for his bow, he drew two arrews from their quiver, As he fitted one of them into the bow, the boy stood straight and still, facing his father, waiting for the arrow. Swiftly it sped, and the apple fell, cut in half.

"And the second arrow, what of that?" asked the governor.

"That arrow was for you, tyrant, if I had missed my first shot", answered Tell.[7]

Both items about William Tell were considered to be valuable to the historical information being collected because they told of a famous person, an important event, and showed how the Swiss love freedom.

The historical content of the paragraphs about William Tell was contrasted with a paragraph about David from the text Journeys in Distant Lands by Harlan Barrows and Edith Parker, which was not of value as historical content.

Perhaps you know the story of David? You can see shepherd boys there today who have slingshots to help them guard their sheep and goats from wolves just as David had, hundreds and hundreds of years ago. You can

---

[7] G. R. Bodley, People of Other Lands, (New York: Iroquois, 1941), p. 52.

can watch them lead their flocks from place to place in search of water and fresh grass.[8]

While this item mentioned David as an historical character, there was no definite incident or date stated. For example, the selection did not tell how David killed the giant with his slingshot nor how he aided his people in a great battle. A child would need much more information to learn the history of David's feat from the material given.

In World Folks by J. Russell Smith, a short reference to two famous cities was read. However, only the names of the places were mentioned with no historical emphasis so the material was rejected as of little value. "A long time ago there was a city here named Babylon and another named Nineveh. They are mentioned in the Bible", stated Smith.[9]

Another reference to ancient cities was found in Homelife in Faraway Lands by Wallace Atwood and Helen Thomas.

> Nearly two thousand years ago two cities at the foot of Mount Vesuvius were buried beneath ashes from the volcano and the people were killed by the gases. For hundreds of years these cities were almost forgotten. Now they have been uncovered, and we can walk through the streets, look into the houses and shops, and see how the Romans lived long ago.[10]

---

[8] Harland Barrows and Edith Parker, Journeys in Distant Lands, (New York: Silver Burdett, 1936), p. 86-87.

[9] J. Russell Smith, World Folks, (Philadelphia: Winston, 1939), p. 147.

[10] Wallace Atwood and Helen Thomas, Homelife in Faraway Lands, (Boston: Ginn, 1938), p. 147.

This reference was definite in giving information about the eruption of Mount Vesuvius, the location of and destruction of two cities, the uncovering of the ruins, and the value of these ruins in helping people understand how the Romans lived. Although no dates were given in actual figures for the events, the phrases "nearly two thousand years ago", "for hundreds of years", and "long ago" all designate the element of time.

In the two sections about the Suez Canal quoted below, definite historical information was given. The paragraphs told the date of building, the location of the canal and the importance of it as an engineering project. In Visits in Other Lands by Wallace Atwood and Helen Thomas this was chosen for study.

> The time came when men began to think of ways of shortening these long roundabout shipping routes. In the year 1869 a canal for ships was dug through the Isthmus of Suez, which joins Africa to southwest Asia. It was named the Suez Canal. You can see from the map that the Suez Canal made the Mediterranean Sea and the Red Sea a short cut from the Atlantic Ocean to the Indian Ocean, and so to the Pacific Ocean.[11]

Essentially the same historical content about the Suez Canal was found in People of Other Lands by G. R. Bodley.

---

[11] Wallace Atwood and Helen Thomas, Visits in Other Lands, (Boston: Ginn, 1943), p. 191.

> Finally in 1869, engineers dug a great canal, the Suez canal, through the isthmus of Suez, thus joining the Mediterranean and the Red sea. The opening of the Suez canal has added greatly to the trade on the Mediterranean and has made of this inland sea a very important highway over which ships of all nations are continually coming and going.[12]

Another great engineering accomplishment of great antiquity is the Great Wall of China. The location of the wall, the extent of its construction, and its purpose in isolating China from other people, were described in The World and Its People by Richard Dodge and Earl Lackey.

> From early days the Chinese wished to keep other people from coming into their country. To help do this, one of the Chinese rulers built a great wall which still stands. This wall is north of Peiping and extends westward from the sea 1,700 miles.[13]

Two topics were found containing historical information about people which could be used as samples of material acceptable and not acceptable to this analysis. The first, about the blackfellows of Australia, told about the life and future of these strange natives. However examination failed to show a definite date, person or event named in the item. Therefore, although this was historical material it did not meet the standard of selection used in this study.

---

[12] G. R. Bodley, People of Other Lands, (New York: Iroquoia, 1941), p. 64.

[13] Richard Dodge and Earl Lackey, The World and Its People, (New York: Rand McNally, 1932), p. 106.

> No one knows how long these strange blackfellows have lived in Australia. They have no written history. They were there when the white man came, living much as they do now. They are not eager to learn new things. Sometimes one will leave his own people and go to work on a cattle station. Usually he does not stay long, for life is much easier for him in the bush. A simple life of hunting and fishing pleases him best.
>
> The blackfellows are disappearing. They are being pushed farther and farther into the back country which the Australians call "outback" and sometime they may disappear altogether.[14]

In contrast to the indefinite statements about blackfellows was the following acceptable selection about Tasman.

> Across the narrow strip of sea from Melbourne is a state of Australia which is not a part of the continent. It is an island which was discovered centuries ago by a sailor named Tasman. Though Tasman was from Holland, he did not take the land for his own country. It was settled by English people and is now a part of the country of Australia.[15]

The paragraph was considered to meet the requirements of historical information because it told the name of a definite person, his native country, his occupation, his discovery of and the settlement of an important island. No definite date of discovery was given, but an idea of time was conveyed in the phrase "centuries ago".

---

[14] W. R. McConnell, Geography Around the World, (New York: Rand McNally, 1945), p. 171.

[15] Ibid., p. 174.

To be considered of value to this analysis an item did not necessarily have to be of length. It was not the number of words that determined worth in selection but rather the relationship to historical information. A short sentence was qualified in this example from Our Land and Far Lands by Frederick Branom and Helen Ganey, which said, "We reach Gettysburg and stop and visit the graves of many soldiers who fought in the Civil War".[16] Although very brief the item told of a definite event of the Civil War.

Two paragraphs about the famous Peace Palace were used for they told of its location, its donor, and its purpose. Stull mentioned the World Court and Carpenter described how quarrels could be peaceably settled.

> The next day a short trip by train brings us to a city called The Hague. This is where the Queen of Holland lives and where the famous Peace Palace is. This stately building, surrounded by beautiful grounds, is the gift of our own Andrew Carnegie. Here the World Court holds its meetings.[17]

In Our Neighbors Near and Far by Frances Carpenter was found this item which told of the purpose of the Peace Palace.

---

[16] Frederick Branom and Helen Ganey, Our Land and Far Lands, (New York: Sadlier, 1939), p. 6.

[17] De Forest Stull and Roy Hatch, Journeys Through Many Lands, (Boston: Allyn and Bacon, 1941), p. 100.

> The Dutch are a hard-working, sturdy people. They are calm and quiet. They love peace. In The Hague, there is a building called the Palace of Peace that was built by an American, Andrew Carnegie. Here different nations may come to talk over their differences and settle their quarrels in a peaceable manner.[18]

From the samples of historical content analyzed in this section, it may be seen that a definite basis for selection was followed in the study of the ten Fourth Grade geography textbooks.

After all the textual material of historical content had been selected, it was copied word for word and placed in the section titled, Historical Information, in the Appendix for reference. Since the paragraphs of material were unwieldy to handle in discussions and in making tables, topics were written for each part of the historical information. For example, the topic pyramids was used to designate a paragraph or group of paragraphs, about the Egyptian pyramids. For paragraphs of description of the explorations of Columbus just the topic, Columbus, was used.

After each item of historical content was assigned a topic, all the topics were listed by textbooks. These lists were placed in this section under the title, Topics of Historical Information.

---

[18] Frances Carpenter, Our Neighbors Near and Far, (New York: American Book, 1939), p. 156.

TOPICS OF HISTORICAL INFORMATION

Wallace Atwood and Helen Thomas, Homelife in Faraway Lands, (Boston: Ginn, 1938).

1. Peary
2. Byrd
3. Amundsen
4. Settlement of Paris
5. Latin
6. Rome
7. Roman laws
8. Buried cities, Pompeii
9. Athens
10. Greek writing
11. Phoenicians
12. Phoenicians trade
13. Phoenicians ships
14. Phoenician alphabet
15. Greek writing
16. Pyramids
17. Egyptian art
18. Cairo Museum
19. Egyptian writing
20. Columbus' voyage

Wallace Atwood and Helen Thomas, Visits in Other Lands, (Boston: Ginn, 1943).

1. Joseph in Egypt
2. Egyptian temples
3. Pyramids
4. Egyptian art
5. History of silk--legend
6. Columbus' voyage
7. Suez Canal
8. Panama Canal
9. Settlement of New World
10. Spanish in Argentina
11. Portuguese in Brazil

Harlan Barrows and Edith Parker, Journeys in Distant Lands, (New York: Silver Burdett, 1936).

1. Mosques
2. Iraq ruins
3. Early writing
4. Egyptian temples
5. Pyramids
6. Pompeii
7. Athens--legend

G. R. Bodley, People of Other Lands, (New York: Iroquois,1941).

1. Lincoln Highway
2. Peary
3. Byrd
4. Amundsen
5. Shackleton at South Pole
6. Scott at South Pole
7. Egyptian temples
8. Pyramids
9. Sphinx
10. Cairo Museum
11. Mosques
12. Mohammedans
13. Swiss Government
14. William Tell
15. Dutch in Australia
16. Phoenicians
17. Phoenician alphabet
18. Greek temples
19. Greek art
20. Roman roads
21. Roman rulers
22. Roman laws
23. Northmen
24. Great Wall of China
25. Confucius
26. Cook--Australia

Frederick Branom and Helen Ganey, Our Land and Far Lands, (New York: Sadlier, 1939).

1. Statue of Liberty
2. General Grant's Tomb
3. Independence Hall
4. Liberty Bell
5. Declaration of Independence
6. Valley Forge
7. Gettysburg
8. Peary
9. Stefansson
10. MacMillan
11. Byrd
12. Amundsen
13. Mohammedans
14. Mosques
15. Egyptian temples
16. Egyptian pyramids
17. Egyptian art
18. Cairo Museum
19. St. Bernard Hospice
20. William Tell
21. Egyptian writing and alphabet
22. Phoenician alpahabet
23. Greek art
24. Roman roads
25. Columbus
26. Pilgrims
27. Norsemen
28. Great Wall of China
29. Dutch in Australia
30. Cook in Australia

Frances Carpenter, Our Neighbors Near and Far, (New York: American Book, 1939).

1. Magellan
2. Lincoln Highway
3. Peary
4. Byrd
5. Amundsen
6. Egyptian temples
7. Pyramids

8. Egyptian writing
9. Mosques
10. Mohammedans
11. St. Bernard Hospice
12. Swiss Government
13. William Tell
14. Dutch Government
15. Peace Palace
16. Phoenicians
17. Phoenician alphabet
18. Greek temples
19. Lincoln Memorial
20. Roman rulers
21. Roman roads
22. Roman laws
23. Greek art
24. Pilgrims
25. Suez Canal
26. Pompeii
27. Rome
28. Norsemen
29. Great Wall of China
30. Chinese civilization

Richard Dodge and Earl Lackey, The World and Its People,(New York: Rand McNally, 1932).

1. Peary
2. Byrd
3. Amundsen
4. Columbus
5. Statue of Liberty
6. Dutch in America
7. Rome
8. Pompeii
9. Mohammedans
10. Pyramids
11. Sphinx
12. Mosques
13. Chinese civilization
14. Great Wall of China
15. South Pole

W. R. McConnell, Geography Around the World, (New York: Rand McNally, 1945).

1. Egyptian calendar
2. Pyramids
3. Egyptian art
4. Greek history
5. Greek temples
6. French Chateaus
7. William Tell
8. Cook in Australia
9. Dutch in Tasmania

J. Russell Smith, World Folks, (Philadelphia: Winston, 1939).

1. Mayflower
2. Plymouth
3. Roger Williams
4. Narragansett Indians
5. Coronado
6. Pueblo Indians
7. Mosques
8. Kingdom of Egypt
9. Peary
10. Byrd
11. Amundsen
12. Columbus
13. Portuguese explorers
14. Wilkins
15. Mohammedans
16. Egyptian writing
17. Pyramids
18. Egyptian art
19. William Tell
20. Dutch in America
21. Phoenicians
22. Phoenician alphabet
23. Greeks
24. Greek art
25. Roman rulers
26. Gloucester
27. Norsemen
28. Chinese civilization
29. Japanese civilization

De Forest Stull and Roy Hatch, Journeys Through Many Lands, (Boston: Allyn and Bacon, 1941).

1. Magellan
2. Wiley Post
3. Declaration of Independence
4. Betsy Ross
5. Gettysburg
6. Mormons
7. Deseret Museum in Utah
8. Peary
9. Amundsen
10. Byrd
11. Stanley in Africa
12. Mohammedans
13. Egyptian temples
14. Pyramids
15. Sphinx
16. Columbus
17. Roman Empire
18. Colosseum
19. Pompeii
20. Greek temples
21. League of Nations
22. The Hague
23. Peace Palace
24. Vikings--Norsemen
25. Great Wall of China

TABLE II

THE NUMBER OF TOPICS OF HISTORICAL CONTENT IN EACH OF THE TEN FOURTH GRADE TEXTBOOKS STUDIED

	DATE	TEXT	TOPICS	ILLUSTRATIONS
1.	1932	Dodge	15	10
2.	1936	Barrows	7	7
3.	1938	Atwood, Home	20	6
4.	1939	Branom	30	5
5.	1939	Carpenter	30	11
6.	1939	Smith	29	7
7.	1941	Bodley	26	7
8.	1941	Stull	25	17
9.	1943	Atwood, Visits	11	3
10.	1945	McConnell	9	3

TABLE III

THE TEXTBOOKS ARRANGED ACCORDING TO THE NUMBER OF TOPICS IN EACH

	AUTHOR	TITLE	TOPICS
1.	Branom	Our Land and Far Lands	30
2.	Carpenter	Our Neighbors Near and Far	30
3.	Smith	World Folks	29
4.	Bodley	People of Other Lands	26
5.	Stull	Journeys Through Many Lands	25
6.	Atwood	Homelife in Faraway Lands	20
7.	Dodge	The World and Its People	15
8.	Atwood	Visits in Other Lands	11
9.	McConnell	Geography Around the World	9
10.	Barrows	Journeys in Distant Lands	7

SUMMARY OF THE HISTORICAL TOPICS

A study of the historical topics selected from the textual material revealed a range of from seven topics in Journeys in Distant Lands by Harlan Barrows and Edith Parker, to thirty topics in two textbooks, Our Land and Far Lands by Frederick Branom and Helen Ganey, and Our Neighbors Near and Far by Frances Carpenter. A total number of 202 topics covered the ten texts with an average of 20 topics to each text. Homelife in Faraway Lands by Wallace Atwood and Helen Thomas was nearest to the average number with a total of 21 topics. For a complete list of the number of topics of historical content in each textbook see Table II.

It will be noted that the greatest number of topics of historical information occur in the textbooks published in 1939 and in 1941.

Table III shows a list of the textbooks arranged according to the number of topics of historical information in each. This table also shows the range of topics very closely.

It seemed to be an interesting idea to select one topic for study in all ten textbooks. More material about Egypt appeared than about any other country. Since Egypt also was a topic included in every textbook, it seemed the logical topic to analyze.

EGYPT: ONE TOPIC ANALYZED IN ALL TEXTBOOKS STUDIED

Egypt was selected to be studied as one topic found represented generously in all texts. Egypt was treated in every geography text with a total of 2,746 words of historical material in all ten texts. See Table IV for a list of the number of words about Egypt in each textbook.

This material about Egypt was found in World Folks by J. Russell Smith and contains 305 words.

> A long, long time ago there was a king of the delta and a king of upper Egypt..... At last their kingdoms became united into one kingdom called the Kingdom of Egypt. This happened about 3,400 years before Christ.....
>
> The people who lived 3,400 years before Christ had a belief and a habit which were lucky for us because they carved them to leave records which we can today. They believed that the spirit of a person lived after death... In order that he might live this spirit life, it was necessary, the Egyptians thought, for his friends to preserve his body. To do this they filled the dead body with spices and other things to keep it from decay. They wrapped it in many layers of fine cloth and put it away in a room underground or in a stone chamber cut in the hillside. If the body or mummy, as it was called, was that of a king a splendid tomb would be built to contain it.
>
> Indeed, the great pyramids of the Egyptians are tombs of kings. These buildings are one of the wonders of the world.
>
> To make their future life pleasant for the spirits of the dead, many things were put into the tombs with the mummies. Vessels of food that they had liked while they were alive were put into the tombs, furniture, jewelry, musical instruments, and many other things.

---

[19] J. Russell Smith, World Folks, (Philadelphia: Winston, 1939), p. 154-55.

TABLE IV

THE NUMBER OF WORDS ABOUT EGYPT ARRANGED ALPHABETICALLY ACCORDING TO THE AUTHORS OF THE TEXTBOOKS STUDIED

	AUTHOR	TITLE	NUMBER OF WORDS
1.	Atwood	Homelife in Faraway Lands	377
2.	Atwood	Visits in Other Lands	341
3.	Barrows	Journeys in Distant Lands	136
4.	Bodley	People of Other Lands	222
5.	Branom	Our Land and Far Lands	237
6.	Carpenter	Our Neighbors Near and Far	346
7.	Dodge	The World and Its People	182
8.	McConnell	Geography Around the World	381
9.	Smith	World Folks	305
10.	Stull	Journeys Through Many Lands	219

Six of the ten books discussed the beauties of the ancient Egyptian temples. In People of Other Lands by G. R. Bodley this paragraph was found about them.

> From very early times the Egyptians have been civilized people. Scattered throughout the Nile valley are massive ruins of beautiful temples built by them thousands of years ago. The huge, tall round stone columns that once held the roofs are still standing.[20]

Egyptian art discussing carvings and paintings was described in five textbooks. From Visits in Other Lands by Wallace Atwood and Helen Thomas, this information was chosen.

> Perhaps you will like best the pictures painted on some of the tombs and temples..... pictures of the Egyptians long ago!
>
> The pictures painted and carved on the walls of the tombs and temples are not new ones. They were done thousands of years ago and they show how the Egyptians lived and worked at that time. When you see them you will know that the Egyptian farmers of today live and work much as the old Egyptians did long,long ago.
>
> To make the spirits feel at home when they came back to the tomb, the walls were painted with scenes from the life of the one who was buried there.
>
> From these rock pictures and from things found in the tombs we have learned a great deal about ancient Egypt.[21]

---

[20] G. R. Bodley, People of Other Lands, (New York: Iroquois, 1941), p. 38.

[21] Wallace Atwood and Helen Thomas, Visits in Other Lands, (Boston: Ginn, 1943), p. 125.

The greatest number of words was found in McConnell with 381 words and the smallest amount in Barrows with 136 words. There was found to be a range of 245 words. The average number of words was 275 words with J. Russell Smith nearest to this amount with 305 words about this ancient country. The two oldest books according to the publication dates--Dodge in 1912, and Barrows in 1936, had the least amount of information. The two newest books Atwood, Visits in Other Lands, and McConnell place fourth and highest respectively in amount of material. See Table V for an arrangement of the number of words about Egypt according to the dates of publication of the textbooks studied.

Nine different topics were discussed in recounting the history of Egypt.

NINE DIFFERENT TOPICS ABOUT EGYPT

1. Egyptian pyramids
2. Egyptian temples
3. Sphinx
4. Cairo Museum
6. Kingdom of Egypt
7. Calendar
8. Egyptian writing
9. Egyptian art
   carvings
   paintings

TABLE V

THE NUMBER OF WORDS ABOUT EGYPT ARRANGED ACCORDING TO THE PUBLICATION DATES OF THE TEXTBOOKS STUDIED

	DATE	AUTHOR	NUMBER OF WORDS
1.	1932	Dodge	182
2.	1936	Barrows	136
3.	1938	Atwood, Home	377
4.	1939	Branom	237
5.	1939	Carpenter	346
6.	1939	Smith	305
7.	1941	Bodley	222
8.	1941	Stull	219
9.	1943	Atwood, Visits	341
10.	1945	McConnell	381

Four topics about Egypt were mentioned in five books that is: Atwood, Atwood, Bodley, Branom, and Smith. Three topics were mentioned in two texts and two books recounted two topics.

TOPICS	TEXTS
4	5
3	3
2	2
9 topics	10 books

Every text mentioned the pyramids, telling of their age and size as well as the difficulties of building them.

> The pyramids are about five miles west of Cairo on the edge of the desert. We go by tram or motor to visit them, and when we reach them, they seem very grand. We wonder also at the Sphinx a huge stone statue near by..... There are three pyramids near Cairo, two of which are about 450 feet high. The largest one covers an area about the size of a city block.
>
> The pyramids were built about 4,500 years ago by Egyptian kings to be used as monumental tombs. As there were no modern machines in those days, it took thousands of slaves many years to cut the huge blocks of stone, drag them to the pyramids, and lift them into place. Yet in spite of the sand storms from the desert they have lasted all these years and may be standing many centuries more.[22]

Three of the topics of historical information about Egypt were mentioned three times each; the Sphinx, the Cairo Museum, and Egyptian writing. Occurring only once, were the topics; the calendar, Joseph in Egypt, and the Kingdom of Egypt.

---

[22] De Forest Stull and Roy Hatch, Journeys Through Many Lands, (Boston: Allyn and Bacon, 1941), p. 80.

Table VI shows the list of textbooks, the list of nine topics about Egypt, how often each topic occurs in each text and also how many topics are described in each book.

Egypt was a topic included in every text and it was also the longest topic in nearly every text. To determine where the emphasis was placed the longest topic in each textbook was analyzed.

TABLE VI

NINE TOPICS ABOUT EGYPT LISTED ACCORDING TO THEIR FREQUENCY

	Atwood, Home	Atwood, Visits	Barrows	Bodley	Branom	Carpenter	Dodge	McConnell	Smith	Stull
1. Pyramids	x	x	x	x	x	x	x	x	x	x
2. Temples		x	x	x	x	x				x
3. Art	x	x			x			x	x	
4. Sphinx				x			x			x
5. Cairo Museum	x			x	x					
6. Writing	x					x			x	
7. Calendar								x		
8. Joseph in Egypt		x								
9. Kingdom of Egypt									x	

x means that the topic appears in the text.

THE LONGEST TOPIC IN EACH OF THE TEN FOURTH GRADE GEOGRAPHY TEXTBOOKS

The longest topic in each text was determined by counting the number of words in the longest selection. In eight of the ten texts, Egypt was the longest topic. In one of the other two textbooks, Peoples of Other Lands by G. R. Bodley, William Tell was the longest topic and in the other book, Geography Around the World by W. R. McConnell, the longest number of words were about the History of Greece.

The story of William Tell was given in 272 words telling of the conversation between Tell and the cruel Austrian governor. This material was included, so the author stated, to show the Swiss love of freedom.

The account of the History of Greece, which was the longest topic in any book, was recounted in 738 words dealing with the life and founding of the country from the days of the shepherds to the time when the famous cities were in power.

Egypt was the next longest topic in both Bodley and McConnell, with 222 words in the former, a difference of 50 words less than in the longest topic. In the latter, Egypt was given 381 words, a difference of 357 words less than the longest topic.

Boston University
School of Education
Library

The difference is clearly shown in the following chart.

TEXT	TOPIC	WORDS	DIFFERENCE
1. Bodley	Tell	272	
	Egypt	222	50
2. McConnell	History of Greece	738	
	Egypt	381	357

For a complete picture of the longest topic in each of the ten Fourth Grade geography textbooks see Table VII. The table lists the longest topic in each textbook and tabulates the number of words used in a discussion of the topic in each textbook.

TABLE VII

THE NUMBER OF WORDS IN THE LONGEST TOPIC

	AUTHOR	TITLE	TOPIC	WORDS
1.	Atwood	Homelife in Faraway Lands	Egypt	377
2.	Atwood	Visits in Other Lands	Egypt	341
3.	Barrows	Journeys in Distant Lands	Egypt	136
4.	Bodley	People of Other Lands	William Tell	272
5.	Branom	Our Land and Far Lands	Egypt	237
6.	Carpenter	Our Neighbors Near and Far	Egypt	346
7.	Dodge	The World and Its People	Egypt	182
8.	McConnell	Geography Around the World	Greece	738
9.	Smith	World Folks	Egypt	305
10.	Stull	Journeys Through Many Lands	Egypt	219

Table VIII lists the topics of historical information from every textbook used in the analysis.

TABLE VIII

TOPICS OF HISTORICAL INFORMATION

TOPICS	Atwood, Home	Atwood, Visits	Barrows	Bodley	Branom	Carpenter	Dodge	McConnell	Smith	Stull
1. China ancient civilization						x	x		x	
2. Confucius				x						
3. Great Wall of China				x	x	x	x			x
4. History of silk		x								
5. Egyptian art	x	x			x			x	x	
6. Cairo Museum	x			x	x			x	x	
7. Calendar								x		
8. Joseph in Egypt		x								
9. Kingdom of Egypt									x	
10. Pyramids	x	x	x	x	x	x	x	x	x	x
11. Sphinx				x			x			x
12. Temples		x	x	x	x	x				x
13. Writing	x				x	x			x	
14. French chateau								x		

x means that the topic appears in the textbook

TOPICS	Atwood, Home	Atwood, Visits	Barrows	Bodley	Branom	Carpenter	Dodge	McConnell	Smith	Stull
15. Settlement of Paris	x									
16. Dutch government						x				
17. Hague										x
18. League of Nations										x
19. Peace Palace						x				x
20. Japanese civilization									x	
21. Greeks								x	x	
22. Athens	x		x							
23. Writing	x									
24. Pompeii	x		x			x	x			x
25. Greek temples				x		x		x		x
26. Greek art	x		x	x	x				x	
27. Phoenicians	x			x		x			x	
28. Alphabet	x		x	x	x	x			x	
29. Ships	x									
30. Trade	x									
31. Romans	x					x	x			x
32. Colosseum										x

TOPICS	Atwood, Home	Atwood, Visits	Barrows	Bodley	Branom	Carpenter	Dodge	McConnell	Smith	Stull
33. Law	x		x		x					
34. Latin	x									
35. Roads				x	x	x				
36. Rule				x		x			x	
37. Mohammedans				x	x	x	x		x	x
38. Mosques			x	x	x	x	x		x	
39. Suez Canal		x				x				
40. Iraq ruins			x							
41. Norway's vikings				x	x	x			x	x
42. South America Argentina		x								
43. Brazil Portuguese		x								
44. Switzerland-St.Bernard Hospice					x	x				
45. Swiss government				x		x				
46. William Tell				x	x	x		x	x	
47. United States Betsy Ross House										x

TOPICS	Atwood, Home	Atwood, Visits	Barrows	Bodley	Branom	Carpenter	Dodge	McConnell	Smith	Stull
48. Coronado									x	
49. Declaration of Independence					x					x
50. Deseret Museum, Utah										x
51. Grant's Tomb					x					
52. Gettysburg					x					x
53. Gloucester									x	
54. Independence Hall					x					
55. Liberty Bell					x					
56. Lincoln Highway				x		x				
57. Lincoln Memorial						x				
58. Mayflower									x	
59. Mormons										x
60. Narragansett Indians									x	
61. Panama Canal		x								
62. Pilgrims					x	x				
63. Plymouth									x	

TOPICS	Atwood, Home	Atwood, Visits	Barrows	Bodley	Branom	Carpenter	Dodge	McConnell	Smith	Stull
64. Pueblo Indians									x	
65. Roger Williams									x	
66. Settlement of New World		x								
67. Statue of Liberty					x	x				
68. Valley Forge					x					
69. Exploration Amundsen	x			x	x	x	x		x	x
70. Byrd	x			x	x	x	x		x	
71. Columbus	x	x			x		x		x	x
72. Cook				x	x			x		
73. Dutch, Australia				x	x					
74. Dutch, Tasmania								x		
75. Dutch, America							x		x	
76. MacMillan						x				
77. Magellan							x			x
78. Little America							x			
79. Peary	x			x	x	x	x		x	x

TOPICS	Atwood, Home	Atwood, Visits	Barrows	Bodley	Branom	Carpenter	Dodge	McConnell	Smith	Stull
80. Post										x
81. Shackleton				x						
82. Scott				x						
83. Stanley										x
84. Stefansson					x					
85. Wilkins									x	

Table IX lists the topics found most frequently in the textbooks. Fifteen historical topics are arranged on the table.

Table X shows the frequency of historical topics arranged according to the textbooks. It will be noted that only one topic appeared in all ten textbooks and that 44 topics appeared in only one textbook.

TABLE IX

TOPICS APPEARING MOST FREQUENTLY IN THE TEXTS

	TOPICS	NUMBER OF TEXTS
1.	Pyramids	10
2.	Amundsen	7
3.	Byrd	7
4.	Peary	7
5.	Columbus	6
6.	Egyptian temples	6
7.	Mohammedans	6
8.	Mosques	6
9.	Phoenician alphabet	6
10.	Egyptian art	5
11.	Greek art	5
12.	Pompeii	5
13.	Vikings	5
14.	Wall of China	5
15.	William Tell	5

TABLE X

THE FREQUENCY OF TOPICS ACCORDING TO THE TEXTS

TEXTS	NUMBER OF TOPICS
10	1
9	-
8	-
7	3
6	5
5	6
4	4
3	7
2	15
1	44

ILLUSTRATIONS

IMPORTANCE OF THE ILLUSTRATION

In examining the ten Fourth Grade geography textbooks, the illustrations were very impressive. Not only were there a great number of pictures but colorful, appropriate, and useful illustrations on every text. It was decided to include the illustrations, their legends and captions as part of this analysis and try to determine how much historical information is taught through them.

Harold Gluck[23] stated that pictures were often included in geography books to make them more presentable and to increase sales but that today illustrations bear a definite relation to the geography book and are studied as part of the lesson.

Wallace Atwood, in the foreword to his book, Homelife in Faraway Lands, spoke of the importance of the illustration in a geography book.

> The illustrations in the book are as much a part of the study as the text and the exercises and should be accorded the same degree of attention. Every picture is provided with a legend,-- descriptive, explanatory, or thought provoking, as the case may be,-- and each one is called to the pupil's notice at the point where it contributes to the subject matter in hand. Thus picture study is made an integral part of the learning process.[24]

---

[23] Harold Gluck, Geography Today, Social Studies, 32:299, November, 1941.

[24] Wallace Atwood and Helen Thomas, Homelife in Faraway Lands, (Boston: Ginn, 1938), p. iv.

Most of the other authors of the books studied in this analysis expressed much the same idea. That is; that much geography or history, as the case may be, is taught through pictures and that illustrations are an "integral part" of the text.

ILLUSTRATIONS OF HISTORICAL CONTENT

In reading the legends and captions written to accompany the many fine illustrations, it was necessary to select rather carefully only that material which would deepen the understanding or add to the historical information of the reader. Topics of historical reference were rejected if they were vague or not descriptive. To mention a person or place was not considered worth selection unless a definite date or event was described to closely ally the material to history and thus prove its value to this study.

In Journeys Through Distant Lands by Stull and Hatch examples of historical material were found and analyzed.

Venice, Queen of the Adriatic

> Along the watery streets of this city on a lagoon we float in our gondola, past doorways and gardens at the canal's edge, gazing at the beauty of church and palace that can never be destroyed.[25]

---

[25] De Forest Stull and Roy Hatch, Journeys Through Distant Lands, (Boston: Allyn and Bacon, 1941), p. 90.

An illustration of St. Mark's Cathedral is shown but in the legend quoted there is no name mentioned and no real reference to any historical event or place. A child looking at the picture and reading the legend would not recognize any historical information and would probably think this simply another city scene in a foreign country.

The Olive--Symbol of Peace

> Here is an ancient olive grove of Athens. These somber trees, whose gnarled trunks have been old for a thousand years, have thin leaves and black fruit. Perhaps a crown from these trees rewarded some Olympic victor.[26]

While the quotation speaks of the Olympic crown of leaves, it does not tell the specific date or location of the Olympic games. This reference would be meaningless to a child unless more information was supplied in a discussion of the illustration. It cannot be assumed that this enrichment would follow, so as the material reads in the text, it cannot be useful to this study.

Contrast these two examples with the following legend copied from the same text.

Where the Gray Ranks Met the Blue

> This lovely peaceful spot, with its granite and marble markers, seems very far away from the terrible three days' battle fought here in July, 1863, which marked the turning point in the great War between the States. Today, forty eight states are willing members of our nation.[27]

---

[26] De Forest Stull and Roy Hatch, Journeys Through Many Lands, (Boston: Allyn and Bacon, 1941), p. 88.
[27] Ibid., p. 20.

This material was chosen because a definite date, a specific battle and description were all included. A pupil would learn definite historical facts through reading this legend.

Similarly in a brief selection about the Egyptian Sphinx it was discovered that the paragr ph not only told what the Sphinx is, but described the statue and told relatively how old it is. Therefore this was considered to be valuable historical information.

"The Sphinx"

"This big statue carved out of rock has the head of a woman and the body of a lion. It was made hundreds of years before Christ." 28

From the samples of historical content, of legends and captions analyzed in this section it may be recognized that a definite basis for selection was followed in the study of the ten Fourth Grade geography textbooks.

Each of the ten geography texts was carefully studied with the idea of finding all the historical material in pictures, legends, and captions. All of the material thought valuable to this study, was copied word for word from each textbook and may be found in the Appendix for reference. Then following the same procedure as with the textual material, the paragraphs were reread and assigned a topic.

---

[28] J. Russell Smith, World Folks, (Philadelphia: Winston, 1939), p. 154, fig. 186.

The topics were listed according to the textbooks and were placed in this section under the title, Topics of Historical Content Taken from Captions of Illustrations.

TOPICS OF HISTORICAL CONTENT--CAPTIONS OF ILLUSTRATIONS

Wallace Atwood and Helen Thomas, Homelife in Faraway Lands, (Boston: Ginn, 1938).

1. Notre Dame
2. Colosseum
3. Pompeii
4. Acropolis
5. Pyramids
6. Great Wall of China

Wallace Atwood and Helen Thomas, Visits in Other Lands, (Boston: Ginn, 1943).

1. Pyramids
2. Mexican Cathedral
3. Casa Rosada, Argentina

Harlan Barrows and Edith Parker, Journeys in Distant Lands, (New York: Silver Burdett, 1936).

1. Babylon
2. Ruins of Babylon
3. Pyramids
4. Peary
5. Amundsen
6. Shackleton's ship
7. Ship at South Pole

G. R. Bodley, People of Other Lands, (New York: Iroquois, 1941).

1. Washington Crossing Bridge
2. Independence Hall
3. MacMillan's ship
4. Pyramids
5. Acropolis
6. Pompeii
7. Great Wall of China

Frederick Branom and Helen Ganey, Our Land and Far Lands, (New York: Sadlier, 1939).

1. Independence Hall
2. Mosques
3. Pyramids
4. St. Bernard Hospice
5. French castle

Frances Carpenter, Our Neighbors Near and Far,(New York: American Book, 1939).

1. Independence Hall
2. Pyramids
3. Sphinx
4. Lion of Lucerne
5. William Tell
6. Peace Palace
7. Phoenician ship
8. Acropolis
9. Colosseum
10. Pompeii
11. Great Wall of China

Richard Dodge and Earl Lackey, The World and Its People, (New York: Rand McNally, 1942).

1. MacMillan's ship
2. Lion of Lucerne
3. William Tell's Chapel
4. Pyramids
5. Sphinx
6. Mosques
7. Great Wall of China
8. Byrd's ship
9. Byrd and dog
10. Little America

W. R. McConnell, Geography Around the World,(New York: Rand McNally, 1945).

1. Pyramids
2. Notre Dame
3. French Chateau

J. Russell Smith, World Folks, (Philadelphia: Winston, 1939).

1. Plymouth
2. Indian writing
3. Pyramids
4. Sphinx
5. Pyramids
6. Egyptian writing
7. William Tell

De Forest Stull and Roy Hatch, Journeys Through Many Lands, (Boston: Allyn and Bacon, 1941).

1. Temple of Phylae
2. Avenue of Sphinxes
3. Sphinx
4. Mosques
5. Colosseum
6. St. Peter's and Vatican
7. Columbus
8. Wiley Post
9. Independence Hall
10. Betsy Ross House
11. Carpenter's Hall
12. Gettysburg
13. Pyramids
14. Acropolis
15. St. Bernard Hospice
16. Peace Palace
17. Great Wall of China

SUMMARY OF HISTORICAL TOPICS--ILLUSTRATIONS

There were 76 illustrations and legends containing historical information in the ten geography texts. The range of the number of illustrations was 14, from three illustrations in Visits in Other Lands by Wallace Atwood and Helen Thomas, and Geography Around the World by W. R. McConnell, to 17 illustrations in Journeys in Distant Lands by De Forest Stull and Roy Hatch. The average number of illustrations was about eight. Table II shows a list of the number of topics in each book. The table also shows the number of illustrations as compared with the number of topics of textual material in each of the ten Fourth Grade geography textbooks.

FREQUENCY OF TOPICS OF HISTORICAL CONTENT--ILLUSTRATIONS

The topics showed great variation with few of the books having similar illustrations. Illustrations of the pyramids were found eleven times. The Great Wall of China was depicted five times. The Sphinx, Acropolis, and Independence Hall were in the second group most frequently found, occurring four times each. The Colosseum, Pompeii, and Mohammedan mosques were used three times each. This group totaled thirty-seven different topics, one third of these illustrations of the pyramids and nearly half of them about Egypt.

Nine illustrations were shown twice each. Examples from this group include illustrations and legends about

William Tell and the Peace Palace at The Hague, to name the most familiar ones. These accounted for eighteen of the 76 illustrations.

The other 21 illustrations occurred only once. Most of these were not of well known subjects. For example, the Temple of Phylae in Egypt, and the William Tell Chapel in Switzerland.

For a complete list of the frequency of each illustration see Table XI which lists each topic and shows in which texts it appears.

TABLE XI

TOPICS OF HISTORICAL CONTENT--CAPTIONS OF ILLUSTRATIONS

TOPICS	Atwood, Home	Atwood, Visits	Barrows	Bodley	Branom	Carpenter	Dodge	McConnell	Smith	Stull
1. Pyramids	x	x	x	x	x	x	x	x	xx	x
2. Great Wall of China	x			x		x	x			x
3. Sphinx						x	x		x	x
4. Acropolis	x			x		x				x
5. Independence Hall				x	x	x				x
6. Colosseum	x					x				x
7. Mosques					x		x			x
8. Pompeii	x			x		x				
9. Babylonian ruins			x							
10. French chateau					x					
11. St. Bernard Hospice					x					x
12. Lion of Lucerne						x	x			
13. MacMillan's ship				x			x			
14. Notre Dame	x							x		

x means that the topic appears in the textbook

TOPICS	Atwood, Home	Atwood, Visits	Barrows	Bodley	Branom	Carpenter	Dodge	McConnell	Smith	Stull
15. Peace Palace						x				x
16. Shackleton's ship			xx							
17. William Tell						x				x
18. Amundsen			x							
19. Argentina Casa Rosada	x									
20. Ave. of Sphinxes										x
21 Betsy Ross House										x
22. Byrd and his dog							x			
23. Byrd's ship							x			
24. Carpenters' Hall										x
25. Columbus										x
26. Egyptian writing									x	
27. Gettysburg										x
28. Indian writing									x	
29. Little America							x			
30. Mexican Cathedral		x								
31. Peary-Roosevelt			x							

TOPICS	Atwood, Home	Atwood, Visits	Barrows	Bodley	Branom	Carpenter	Dodge	McConnell	Smith	Stull
32. Phoenician ship						x				
33. Plymouth									x	
34. St. Peter's										x
35. Tell's Chapel							x			
36. Temple of Phylae										x
37. Washington Crossing Bridge					x					
38. Wiley Post's plane										x

The illustrations and legends occurring most often in the geography texts were taken from Table XI and placed on a small table of their own to make the items stand out more clearly. The topics are listed in order of their frequency on Table XII.

TABLE XII

THE EIGHT MOST COMMON TOPICS OF HISTORICAL CONTENT

CAPTIONS OF ILLUSTRATIONS

TOPIC	FREQUENCY
1. Pyramids	11
2. Great Wall of China	5
3. Sphinx	4
4. Acropolis	4
5. Independence Hall	4
6. Colosseum	3
7. Mosques	3
8. Pompeii	3

CHAPTER IV

RESULTS AND CONCLUSIONS

Ten of the most recent and widely used Fourth Grade geography textbooks were analyzed to determine historical content. These books were published between 1932 and 1945. The oldest book was published thirteen years ago and the newest is just off the press in 1945. All but two of the books were published after 1938. The average age of the texts was five years. It was found that the greatest amount of historical information was contained in the books published in 1939 and 1941.

A very small measure of agreement was found in the historical content of textual material. In all ten textbooks 202 topics of historical information were selected and listed. There were 85 different items appearing. Only one of these topics, the pyramids of Egypt, appeared in all ten texts. Fifteen items appeared twice and there were 44 topics occurring only once each.

Similarly a very small measure of agreement was found in the historical content of illustrative material. In all ten textbooks 76 legends of historical information were selected and listed. There were 38 different items appearing. The pyramids of Egypt, were found to be the only topics illustrated in every textbook. Eighteen of the 76 illustra-

tions were of historical content about Egypt. Twenty-one illustrations appeared only once, with most of these about not well known subjects.

It is interesting to note that the largest number of historical topics of textual material in any book was 30 and the smallest was 7. The range of topics was 21 with the average number in all books, 20.

Egypt was the most important topic in the analysis. The greatest amount of material about this ancient land was found in the latest texts published in 1943 and 1945. The least amount of material about the land of the Nile was reported in the oldest texts published in 1932 and 1936. This proved that the history of Egypt is receiving more emphasis now than ever before in geography textbooks. Nine topics were listed about Egypt from the textual material, with only one topic, the pyramids, appearing in every text. Although the textbooks agreed in giving Egypt the greatest emphasis historically, they did not agree as to what historical topics about Egypt to emphasize. The temples and art, as expressed in paintings and carvings, are among the chief contributions of Egypt to the understanding of ancient people according to the topics of historical content in the Fourth Grade geographies.

Again Egypt received the greatest emphasis in number of words as the longest historical topic in all but two of the

textbooks which were studied. Egypt was displaced by a topic about William Tell in one and by a topic about the History of Greece in the other. However, in both texts Egypt ranked as the second longest topic of historical content. In the first text there was only a difference of 50 words less but in the second text there was a difference of 357 words less. Greece was the longest single topic of historical content in any book.

It was significant to find few dates of historical content recorded in the texts. It would seem that these authors do not feel that dates are important in Fourth Grade geography. The polar explorations were about the only dates given frequently. The date of the discovery of the North Pole, April 6, 1909, was mentioned 5 times and the only other date of importance was that of the signing of the Declaration of Independence, July 4, 1776, which occurred 3 times. Although dates were not considered important, time concepts were taught in indefinite time phrases. Such phrases as "hundreds and hundreds of years ago", "centuries ago", "long ago", and "about the time of Christ", were repeated many, many times throughout the geography textbooks.

The illustrations in the ten Fourth Grade geography textbooks were very numerous and of an excellent type. They were definitely related to the textual material and as an important part of the text, were planned to be taught right

along with the written material. There were selected and listed 76 items of historical content with 38 different illustrations represented. The greatest number of illustrations in any book was 17 and the least number was 3 with an average of 8 in all textbooks. There was a great variation and few similar illustrations with 21 of the illustrations appearing only once.

With emphasis in the modern school upon an activity program the need for illustrations with descriptive legends is very great. In projects and activities these pictures may serve as models and furnish accurate details for the pupils to study. They would be of immense help to groups in planning an activity. Examples of historical illustrations in the Fourth Grade geography texts which would be helpful in this way are the Great Wall of China, the Acropolis of Athens, Independence Hall in Philadelphia, and the pyramids of Egypt.

It is valuable to know the historical content of geography textbooks when planning a curriculum. For a long time, the history for the Fourth Grade has been poorly organized, often with no relationship to other subjects. When new courses are planned if the history and geography could be correlated, the teacher could use the material to greater advantage. There is a need for a close alliance of geography and history to make the understandings of people and how they live more clear to children.

This analysis suggested further studies in closely related areas. It would be interesting to select ten geography textbooks written much earlier than these in this study--textbooks published about twenty years ago--and analyze them for historical content to find out what different topics were used then and where the emphasis was placed twenty years ago.

A further development would be to study history textbooks for geographic content and compare the results with this analysis for trends and emphases in geographic content. This would probably be done on a higher grade level since there are so few history books available for Fourth Grade.

A third study would be to organize geography and history content in such a way that the history and geography courses would be taught to the best advantage of each.

In conclusion, the value of this study seems to be that it is a small part of finding out what geography textbooks are teaching. Although the historical topics were many and varied throughout the texts, the analysis of historical content proved that comparatively little history is taught in Fourth Grade geography textbooks.

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

Bamesberger, Velda, Appraisal of a Social Studies Course, New York: Bureau of Publications, Teachers College, 1928. 91 pp.

Bowman, Isaiah, Geography in Relation to Social Sciences, New York: Scribner's Sons, 1934. 355 pp.

Fairbanks, Harold, Real Geography--Its Place in the Schools, San Francisco: Harr Wagner Company, 1927. 198 pp.

Kilcullen, Mae T., Material and Methods of Geography Teaching, New York: Weber Costello Company, 1931. 218 pp.

Lacey, Joy M., Teaching the Social Studies in the Elementary School, Minneapolis: Burgess Publishing Company, 1941. 116 pp.

Moore, Clyde, and Lillian Wilcox, Teaching of Geography, Boston: American Book Company, 1932. 256 pp.

Pierce, Bessie L., Civic Attitudes in American School Textbooks, Chicago: University of Chicago Press, 1938. 428 pp.

Reeder, Edwin, Geography for Public School Administrators, New York: Bureau of Publications, Teachers College, 1931. 100 pp.

Spilhaus, Margaret, Background of Geography, Philadelphia: Lippincott Publishing Company, 1935. 286 pp.

Thralls, Zoe, and Edwin Reeder, Geography in the Elementary School, New York: Rand McNally Publishing Company, 1931. 441 pp.

Wilkie, Wendell, One World in Prefaces to Peace, New York: Simon and Schuster Company, Inc., 1943. 437 pp.

PERIODICAL ARTICLES

Bartlett, Ruhl, "Geography Interpretations of History," Social Studies, 32:250-52, October, 1941.

Chrisman, L. H., "What Is a Good Textbook, "Journal of Education, 21:225-58, January, 1944.

Crawford, Winifred, "Pictures in Geography Teaching," Education, 64:438-441, March, 1944.

Davis, Harold, "Historians Awake!" Social Studies, 33:51-2, February, 1942.

Gluck, Harold, "Geography Today," Social Studies, 32:299-312, November, 1941.

Meighen, M., and Edith Barth, "Geographic Material in Third Readers," Elementary English Review, 15:299-301, May,1938.

Neevin, J., "Illustration of Children's Books," Elementary English Review, 15:161-65, May, 1938.

Neill, J. Donald, "Latin American Content in Some Basic Texts in Use in the United States," Journal of Educational Research, 33:173-182, November, 1944.

Orr, Harriet K., "History Textbooks and International Attitudes," Social Studies, 32:254-55, October, 1941.

Ruppert, William, "Correlation Between Geography and History In an Army Air Force College Training Program," Education, 64:509-512, April, 1944.

Shaw, Robert, "What is History?" School and Society, 57:634, May 29, 1943.

Tyler, Ralph, "Place of the Textbook in Modern Education," Harvard Educational Review, 11:329-338, May, 1941.

Whitaker, J. R., "New Emphases in Geography," Peabody Journal of Education, 21:225-28, January, 1944.

FOURTH GRADE GEOGRAPHY TEXTBOOKS

Atwood, Wallace, and Helen Thomas, Homelife in Faraway Lands, Boston: Ginn Company, 1938. 206 pp.

_____, Visits in Other Lands, Boston: Ginn Company, 1943. 216 pp.

Barrows, Harlan, and Edith Parker, Journeys in Distant Lands, New York: Silver Burdett Company, 1936. 166 pp.

Bodley, G. R., People of Other Lands, New York: Iroquois Publishing Company, 1941. 121 pp.

Branom, Frederick, and Helen Ganey, Our Land and Far Lands, New York: Sadlier Company, 1939. 186 pp.

Carpenter, Frances, Our Neighbors Near and Far, New York: American Book Company, 1939. 222 pp.

Dodge, Richard, and Earl Lackey, The World and Its People, New York: Rand McNally Company, 1932. 167 pp.

McConnell, W. R., Geography Around the World, New York: Rand McNally Company, 1945. 244 pp.

Smith, J. Russell, World Folks, Philadelphia: Winston Company 1939. 336 pp.

Stull, De Forest, and Roy Hatch, Journeys Through Many Lands, Boston: Allyn and Bacon Company, 1941. 148 pp.

PUBLICATIONS OF LEARNED ORGANIZATIONS

Brown, Robert, "Relation of Geography to Other Subjects," Thirty-Second Yearbook of the National Society for the Study of Education, Bloomington, Illinois: Public School Publishing Company, 1933, 189-192 pp.

Kepner, Tyler, "Influence of Textbooks Upon Method," Fifth Yearbook of the National Council for the Social Studies, Philadelphia, McKinley Publishing Company, 1935. 101-106 pp.

Parker, Edith, "Investigating the Curriculum in Geography," Thirty-Second Yearbook of the National Society for the Study of Education, Bloomington, Illinois: Public School Publishing Company, 1933. 93-145 pp.

Rugg, Harold, "The Social Studies," Third Yearbook of the Department of Superintendence, Washington: Department of Superintendence, 1925. 217-224 pp.

"Social Studies Curriculum," Fourteenth Yearbook of the Department of Superintendence, Washington: Department of Superintendence, 1936. 478 pp.

Stull, De Forest, "Geography in the Social Studies," Thirty-Fifth Yearbook of the National Society for the Study of Education, Bloomington, Illinois: Public School Publishing Company, 1936. 68-72 pp.

Thralls, Zoe, "Geography in the Elementary School," Thirty-Second Yearbook of the National Society for the Study of Education, Bloomington, Illinois: Public School Publishing Company, 1933. 219-264 pp.

UNPUBLISHED MATERIALS

Cashen, M. A., "Interrelationship Between Textbooks in Geography, Science-pedagogy of Geography." Unpublished Master's thesis, Boston University, Boston, 1942. 81 pp.

Cornforth, Marie, "Analysis of the Treatment of the World War in Eleven Junior High School History Textbooks." Unpublished Master's thesis, Boston University, Boston, 1932. 135 pp.

Lundberg, George, "Political, Social, and Economic Objectives as Treated in Recent Social Studies Textbooks." Unpublished Master's thesis, Boston University, Boston, 1934. 81 pp.

APPENDIX

HISTORICAL INFORMATION

Wallace Atwood and Helen Thomas
Home Life in Far-away Lands
Ginn Company Boston 1938

P.37 Have you ever read of Rear Admiral Robert E. Peary who discovered the North Pole, or of Rear Admiral Richard E. Byrd who flew over the North Pole in an airplane ?

Perhaps you have also read about Captain Roald Amundsen, the first man to reach the South Pole.

P.55 When we reach the eastern end of the Mediterranean Sea, our ship will turn southward and pass through another waterway to the Red Sea. The arrow marked S on the map points to this waterway, and the legend will tell you that it is called the Suez Canal.

P.112 You will enjoy visiting Paris, for it is one of the most interesting cities in the world. ..... Figure 151 shows the island in the Seine which is the very center of the city. The people who first settled Paris chose this island for their home. They had many enemies in the neighboring country, and so they felt safer to be surrounded by water. That was long, long ago. Since then the city has grown and grown until now it spreads away for miles in all directions from the little island where the first houses were built.

P.143 The name"Mediterranean" comes from the Latin language. This language was spoken by the people known as the Romans, who lived on the shores of the Mediterranean Sea long ago. The Romans used to call the Mediterranean "mare nostrum", which means "our sea". That was because at one time they ruled all the lands of Europe, Asia, and Africa which border this great inland sea.

P.146-147 Rome was a famous city more than two thousand years ago, for it was the capital city of the Roman people in the days when they ruled all the lands around the Mediterranean Sea. Today it is the capital of Italy, and in many ways it is like other large cities which you have visited.

P.147 The Romans built many large and beautiful buildings, and they built them so well that you can see parts of some of them today. These are the most interesting sights in Rome.

Wallace Atwood and Helen Thomas
Home Life in Far-away Lands
Ginn Company Boston 1938

P.147 (cont'd) In the days when the people of northern Europe could neither read nor write the Romans were writing books which boys and girls in our high schools and colleges study today. The Romans wrote laws also, some of which were so wise and just that we have used them in making our own laws.

A few miles back from the Bay of Naples is Mount Vesuvius, which is one of the most famous mountains in the world. All the time we are in Naples we see what looks like smoke rising from its top.

The "smoke" is really steam, gas, and dust which comes from an opening in the mountain known as a volcano.

Nearly two thousand years ago two cities at the foot of Mount Vesuvius were buried beneath ashes from the volcano, and the people were killed by the gases. For hundreds of years these cities were almost forgotten. Now they have been uncovered, and we can walk through the streets, look into the houses and shops, and see how the Romans lived long ago.

P.148 We shall leave the steamer at the port of Piraeus and drive up a steep, winding road to Athens, the largest city of Greece. Athens is even older than Rome. On the hill that you see in Figure 200 are the ruins of building which are much older than any buildings we saw in Italy.

The Greeks of long ago wrote plays and poetry and made beautiful statues. We read their plays and poetry today, and there are copies of some of the statues in every art gallery in the world.

P.149 Long, long ago people called Phoenicians lived on this eastern coast of the Mediterranean. We do not know when they first settled there, but we do know that there were good-sized Phoenician cities thirty-five hundred years ago.

The Phoenicians had been desert nomads, but when they settled on the Mediterranean coast they built boats and became sailors and traders. At first they traded along the shores in small boats, not daring to get out of sight of land. As time went on, they became better sailors and went on longer trading trips in larger boats. At night they steered by the stars. They were the first great sea traders of the world, and the first sailors who dared to sail through the Strait of Gibraltar and out into the Atlantic Ocean.

Wallace Atwood and Helen Thomas
Home Life in Far-away Lands
Ginn Company Boston 1938

P.149 (cont'd) Among the people with whom the Phoenicians traded were the Greeks. At that time the Greeks had no written language. They noticed that the Phoenicians kept lists of their goods and sales by putting black marks on thin yellow sheets. In time they learned that these marks stood for sounds in the Phoenician language.

The Greeks were always eager to learn new things. After a while they began to use the Phoenician marks to write the sounds of their own words. They changed the shape of the letters and added some new ones, and in this way they made an alphabet for themselves. Thus by trading with the Phoenicians the Greeks came to have a written language. Their wise men and writers began to write books, poems, and plays, and Athens became a great center of learning.

P.149-150 The Greeks too became traders, and they traded with the Romans, their neighbors on the west. The Romans got their alphabet from the Greeks just as the Greeks got theirs from the Phoenicians, changing the Greek letters to suit the Latin language.

P.150 There came a time when the Romans conquered the Greeks. They took some of the educated Greeks back to Rome as slaves, and these men taught the Romans many things they had learned from the wise men of Athens. In time some of the Greeks who were given their freedom opened schools for the Roman children. In this way the Greek learning traveled westward to Rome.

Later the Romans conquered much of northern Europe and carried their learning to the people there. Our own continent was settled long afterwards by people from Europe and so we too have been helped by the Mediterranean people of long ago.

P.153 Everybody who visits Cairo goes to see the wonderful pyramids on the edge of the desert. ..... They are much older than any of the buildings that we saw in Athens or Rome. Each pyramid was built as a tomb, or burial place, for an Egyptian king.

On the walls of the rooms in some of the tombs are carved and painted scenes that show how the Egyptians lived and worked thousands of years ago. In one scene men are plowing with oxen, and in another they are threshing grain. In still another we see men lifting buckets of water from a ditch and pouring the water on a field. In one place there is a ship carved on the wall. This is said to be the oldest

Wallace Atwood and Helen Thomas
Home Life in Far-away Lands
Ginn Company Boston 1938

P.153 (cont'd) picture of a ship in the world.
When a king was buried in those old days, the priests put clothing, furniture, ornaments, and other things that he had owned into his tomb. In Cairo there is a museum where we can see many of these things that were made and used so long ago.
In this museum we shall see some of the oldest writing in the world, for the Egyptians had an alphabet long before the Phoenicians did. At first they wrote by marking their letters on soft clay tablets or cutting them in stone with a sharp tool. Then someone discovered that the stalks of a tall, grasslike plant that grew beside the Nile could be flattened into long, thin strips. The Egyptians pasted these strips together and made thin sheets several inches wide. Our word "paper" comes from papyrus, the name of the plant that was used for this purpose.

P.153-154 The Egyptians invented a kind of ink and made pens out of thin stems or reeds. When their merchants sailed to the cities of Phoenicians to trade, they carried rolls of papyrus, pens, and ink with them to keep a record of their sales. The Phoenicians borrowed the idea of a written language from the Egyptians and, as we have learned, made a written language of their own. So you see the very first alphabet came from the land of the Nile.

P.181 For many years the people of Europe had been trading with the people of the southeastern part of Asia. At first they sent ships to the eastern end of the Mediterranean Sea. There the ships met camel caravans which had come over the land from the East, and which were loaded with cinnamon, pepper, and other spices, perfumes, silks, and precious stones. The owners of the ships bought these things from the caravan men, carried them back to Europe, and sold them there.
Later the European traders sent ships all the way round the southern end of Africa to the lands of eastern Asia. This was a long, dangerous voyage. The ships were often gone several years, and many of them were wrecked in terrible storms at sea.
As time went on, the people of Europe wanted more and more things from the East and they began to wish for a shorter and safer route to eastern Asia. There were some who believed that the earth was round instead of flat, and that if a ship should sail from Europe westward across the Atlantic Ocean, it would finally reach the eastern shores of Asia. But most

Wallace Atwood and Helen Thomas
Home Life in Far-away Lands
Ginn Company Boston 1938

P.181 (cont'd) people laughed at this idea, and thought that those who believed in it were crazy.

Perhaps you know who the brave sailor was who decided to try to reach the East by sailing west. His name was Christopher Columbus. In trying to reach eastern Asia by sailing westward across the Atlantic Ocean,he discovered America.

Wallace Atwood and Helen Thomas
Visits in Other Lands
Ginn Company Boston 1943

P.125 Egypt is a very old country, and the people have been farmers for thousands of years. Perhaps you remember the Bible story of Joseph; how he was sold as a slave in Egypt, and how he became rich and famous as one of the chief officers at the court of the king. Joseph lived nearly three thousand years ago, and yet long before he went to Egypt the Nile Valley had become a green oasis of farms and crops.

The Egyptians of long ago worshiped many different gods. One of their greatest gods was "Father Nile". They worshiped him because he brought the precious water that made the crops grow and gave them food.

While you are in Egypt you will see some of the wonderful temples where the people of long ago worshiped their gods. The temples are built of stone, beautifully carved, and when they were new they were painted in bright colors.

The old Egyptians were great builders, and the huge pyramids that they built were even more wonderful than the temples. They stand on the desert edge of the oasis, and they were built as tombs, or burial places, for some of the kings and queens of Egypt. Every block of stone was cut and set in place without the help of a single piece of machinery. When you see the pyramids you will not be surprised to learn that people call them one of the wonders of the world.

Perhaps you will like best the pictures painted on the walls of some of the tombs and temples... pictures of the Egyptians of long ago.

Wallace Atwood and Helen Thomas
Visits in Other Lands
Ginn Company Boston 1943

P.125 (cont'd) The pictures painted and carved on the walls of the tombs and temples are not new ones. They were done thousands of years ago, and they show how the Egyptians lived and worked at that time. When you see them, you will know that the Egyptian farmers of today live and work much as the old Egyptians did long,long ago.

P.145 China, like Egypt, is a very old country, and the Chinese have been raising silkworms for thousands of years. They were the first people in the world to use the fine fibers from silkworm cocoons to spin silk thread and weave the cloth.

Sumai can tell you a story of the beginning of silk making. It is about a little Chinese princess of long, long ago. Her father was the ruler of China, and her mother was called the Lady of Si-Ling. One day the little princess happened to see some strange worms spinning their cocoons in her father's garden. She told her mother about them.

When the Lady of Si-Ling saw the cocoons and unwound one of them, she knew that the little princess had made a wonderful discovery. She had found a fiber which would make lovelier cloth than anyone had ever seen. And so the Lady of Si-Ling was the first person ever to spin thread of silkworm fiber and to weave silk cloth.

This is the kind of story which we call a legend, because it is so old that we do not know whether it is true or not. But we do know that silk-making began in China, and that the Lady of Si-Ling had something to do with it.

P.187 You have learned in your history lessons about the discovery of America by Christopher Columbus. Columbus, you know, was trying to get to the eastern part of Asia, by sailing westward across the Atlantic Ocean from Europe. Instead of reaching Asia, which was thousands of miles farther on, he bumped into the Americas.

You have learned, too, how people from Europe began to explore the newly found lands across the Atlantic. Bit by bit they discovered that the new lands were two great continents joined together by the narrow Isthmus of Panama, and that the Pacific Ocean was much broader than the Atlantic Ocean. It was then that map-makers began to draw maps dividing the earth into an Eastern Hemisphere and a Western Hemisphere.

Wallace Atwood and Helen Thomas
Visits in Other Lands
Ginn Company Boston 1943

P.191 The time came when men began to think of ways of shortening these long, roundabout shipping routes. In the year 1869 a canal for ships was dug through the Isthmus of Suez, which joins Africa to southwest Asia. It was named the Suez Canal. You can see from the map that the Suez Canal made the Mediterranean Sea and the Red Sea a short cut from the Atlantic Ocean to the Indian Ocean, and so to the Pacific Ocean.

Later, in 1914, the Panama Canal was finished. This was a waterway for ships through the Isthmus of Panama. It was a short cut between the Atlantic Ocean and the Pacific Ocean through the narrowest part of the Americas.

When the Panama Canal was built, most people thought that at last everything possible had been done to shorten world routes of travel and transportation. By that time airplanes had been invented, but not many people expected they would ever be able to fly long distances over water.

P.195 After Columbus discovered America, the people of Europe began to call the lands of the Western Hemisphere the New World.

In spite of the hardships and dangers, people from Europe began to cross the Atlantic Ocean to make new homes in the New World. As years went by, more and more settlers came to the Americas. You have learned in your history lessons about the people from England and other countries of northwestern Europe who made settlements on the coast of the part of North America which is now the United States. Farther south in the Americas most of the early settlers were from Spain and Portugal, countries which are in the southwestern part of Europe.

Most of the countries to the south of us were colonies of Spain, and their people speak the Spanish language. These countries make up what we call Spanish America.

Wherever the white people from Europe made settlements in the Americas, they found Indians. Little by little they conquered the Indians and took the Americas for their own. You met some of the Indians of today when you were reading about Pedro and his people. There are large numbers of them in certain of the countries of Spanish America.

Wallace Atwood and Helen Thomas
Visits in Other Lands
Ginn Company Boston 1948

P.202 Roberto says that the name of Rio de la Plata is a reminder of the hopes of the Spanish who first settled on its shores. So is the name Argentina, for it too comes from a word that means silver. The early settlers thought they had come to a land rich in silver mines, but they were mistaken.

P.210 Fernando says that a Portuguese sea captain sailed into a beautiful mountain-rimmed bay on the eastern coast of Brazil more than four hundred years ago. He thought he was in the mouth of a river. The month happened to be January, and so he called the place Rio de Janeiro. Later, when a settlement was made there, it was called by that name.

Barrows and Parker
Journeys in Distant Lands

P.9 The buildings with domes are called mosques. We would call a mosque a church in our land. The towers are called minarets. They are somewhat like the spires of churches. You see, however, in Figure 13 that there are platforms around these towers. It is the custom in Iraq to call people to prayer at certain times each day. To give the call to prayer, a man stands on one of these platforms so he can be seen or heard by the people.

P.18 People in our country and in other countries want to know how people lived thousands of years ago. In these ruins the diggers find many things which show us something about the ways in which people lived long ago. Some of these things have been taken to museums in our country and in other countries. So some people in Iraq earn their living by digging in ruins for things which tell stories of the past. They also find in these ruins bricks and other things they can use today.

P.34 More than one hundred miles west of Basra stand the ruins of an old, old town. In these ruins men have found tablets of clay. The writing on one of these clay tablets

Barrows and Parker
Journeys in Distant Lands

P.34 (cont'd) shows that several thousand years ago this town was on the shores on the Persian Gulf. Now the shores of the Gulf are many miles from this town.

P.44-45 Egypt, like the land of the Tigris and Euphrates, is a land where people lived thousands of years ago. At many places along the Nile may be seen ruins of their temples and monuments. Among these ruins men have found records of the people who used to live here. Some natives earn their living by digging in the ruins for things that will tell more about these Egyptians of long ago.

P.45 The most famous of all the Egyptian monuments are the great pyramids. ..... The tallest of these pyramids is about four hundred fifty feet high. A great Egyptian king was buried in it. It is made of great blocks of stone, each taller than you are.

These pyramids stand in the desert across the river from Cairo, about seven miles from the west bank.

P.78 Ahead to the right, you see the mountain shown in Figure 106. It is called Vesuvius.

Pepino's father has told him about an eruption that took place on a December day about three hundred years ago. .... He has seen men digging in the ruins of the city of Pompeii. Hundreds and hundreds of years ago this city was buried so deeply by ashes that came from the volcano that for many, many years it was a lost city.

P.80 There are many cities in Italy besides Naples that people like to visit. From the story of Pompeii, you have found that people lived in this land hundreds and hundreds of years ago. When you read stories of the Romans in your history, you will learn that some of the buildings and other things they made can still be seen in Italian cities. In later days, also, there have been many famous Italian builders, painters and sculptors. It is worth going a long distance to see some of their beautiful buildings, pictures, and statues.

P.84-85 A fable of a tree and a famous city. 200 words

G. R. Bodley
People of Other Lands
Iroquois New York 1941

P.6 We shall start from New York City and go west over the Lincoln Highway, which stretches like a long silver ribbon across our country from coast to coast, with San Francisco at its western end. This fine road was laid out in 1913. It is one of the principal highways across the United States. It was named for our great President Lincoln.

P.25 Although for many, many years men had tried to reach the North Pole, Admiral Peary, of our own United States Navy, was the first man to do so. For twenty-five years he had tried, and at last, succeeded.

In the summer of 1908 Peary sailed from New York on the Roosevelt, a ship specially built to withstand crushing by the ice.

.....

On February 15, 1909, about a week before the sun would appear, the men, with their dog teams, started for the North Pole in six groups..... On April 6, they reached the North Pole. It had taken them 36 days from Cape Columbia.

P.26 Peary's party then started back for Cape Columbia, reaching it in sixteen days. But a long, long time passed before the vessel could get free from the ice. It was not until months later that Peary reached a point where he could send out his message to the world that he had discovered the North Pole.

P.27 Others have since reached the North Pole, but in different ways. In 1926, Commander Byrd, also of our Navy flew an airplane from the island of Spitzbergen, straight to the pole and back again.....In the same year Amundsen flew from Spitzbergen across the North Pole in a great airship called the Norge.

Another airship, the Italia, crossed the North Pole from Spitzbergen, but was wrecked on the return trip.

Because of the great desolate land areas in the Antarctic region, few attempts have been made to reach the South Pole. In 1902, Robert F. Scott, an Englishman, explored part of this land. In 1909, another Englishman, named Shackleton, went farther toward the South Pole than any man had gone. In 1910, two exploring parties set out for the South Pole. One sailed from England, and was commanded by Scott. The other started from Norway and was commanded by Amundsen.

G. R. Bodley
People of Other Lands
Iroquois New York 1941

P.27 (cont'd) In October, Amundsen started with four companions and four sledges drawn by dogs. It took them fifty-two days to reach the South Pole, a distance of 864 miles. Here they set up the flag of Amundsen's country, Norway, and left behind a letter addressed to the king of Norway for the next comer to carry back as proof that they had reached the pole.

Scott's party reached the South Pole five weeks later and found Amundsen's letter. But they never left Antarctica alive. Later, a searching party found their bodies and a written record of their terrible hardships.

In 1929, Commander Richard E. Byrd, now Rear Admiral Byrd, flew an airplane over the South Pole. Returning to Antarctica in 1934 with an exploring party, he left his companions and spent the winter alone in a little hut studying the temperature and winds of Antarctica.

In 1939, Byrd led a government expedition to Antarctica and remained there over a year to learn more about this continent.

P.28 Admiral Peary was the first man to reach the North Pole. He discovered it on April 6, 1909.

Three parties have reached the South Pole. They were led by Amundsen, a Norwegian, Scott, an Englishman, and Admiral Byrd, an American.

P.38 From very early times the Egyptians have been civilized people. Scattered throughout the Nile valley are massive ruins of beautiful temples built by them thousands of years ago. The huge, tall round stone columns that once held the roofs are still standing. Travelers of today visit the pyramids the tombs of the ancient Egyptian kings. These are enormous stone buildings, square at the bottom, and pointed at the top with triangular sides. Then there is the Sphinx, a giant stone statue of a creature with the body of a lion and the head of a man. The Sphinx is nearly two hundred feet long and over sixty feet high, and all except the paws is carved out of solid rock.

P.39 Here, too, is a great museum, in which are stored ornaments, jewels, garments, and furniture of the early Egyptians. What is still more wonderful is that the museum holds the bodies of their kings who ruled Egypt many hundreds

G. R. Bodley
People of Other Lands
Iroquois New York 1941

P.39 (cont'd) of years ago. The Egyptians treated these bodies with spices and ointments to preserve them. They are called mummies.

About nine-tenths of the natives of Egypt are of the Mohammedan faith. They worship a god whom they call Allah. Their churches, or mosques, are large beautiful buildings with rounded domes. From their roofs rise tall, slender towers, each having a small door and balcony at the top. These are the minarets, from which the Mohammedan priests call the people to prayer.

P.40 From very early times the people of Egypt have been civilized. All through the Nile Valley are great ruins of wonderful temples built by the early Egyptians. Besides these there are the pyramids, and a giant stone figure known as the Sphinx.

P.51 Their busy, independent life in the mountains has made the Swiss a strong, courageous, and liberty-loving people. Centuries ago, other nations tried to rule them. But even before America was discovered the Swiss people set up a government of their own, and they have been independent ever since. Their government is much like ours. The country is divided into states, called cantons. All the cantons are united into a republic, at the head of which is a president. The president is elected by a National Congress made up of men who represent the different cantons. These representatives are chosen by the people.

P.52 The story of William Tell, whether true or not, shows the Swiss love of freedom. Hundreds of years ago, Switzerland was ruled by an Austrian governor who was very cruel to his people. To force them to show him respect, he had his hat hung on a pole in the market place, and commanded them to bow to it as they passed. All who failed to do so were punished.

One man, named William Tell, would not bow to the governor's hat. So he and his little son were seized and taken before the governor.

"I am told," said the governor, "that you are a wonderful shot with a bow and arrow. Now prove it. Your boy shall stand one hundred paces from you, with an apple on his head. If you can split that apple with an arrow, your life is spared. But, if you miss the apple or kill the boy, you shall die at once."

G. R. Bodley
People of Other Lands
Iroquois New York 1941

P.52 (cont'd) What father would save his own life in this way ? Tell refused to shoot at the apple. Then the governor said that if he did not do as he was commanded the boy would be slain before their eyes.

What could poor William Tell do ? Asking for his bow, he drew two arrows from their quiver. As he fitted one of them into the bow, the boy stood straight and still, facing his father, waiting for the arrow. Swiftly it sped, and the apple fell, cut in half.

"And the second arrow, what of that ?" asked the governor.

"That arrow was for you, tyrant, if I had missed my first shot." answered Tell.

P.53 The Swiss are a strong, courageous people who love their freedom. Their government is much like ours.

P.57 Long ago their vessels (Dutch) explored the oceans. In the early days they discovered and still own certain lands which now bring them great wealth. Most of the islands of the East Indies, lying between southeastern Asia and Australia, belong to the Dutch.

P.61 Well over two thousand years ago, great races of people dwelt along the shores of this inland sea. Among the most important of these peoples were the Phoenicians, the Greeks, and the Romans. We should be especially interested in these nations, because they did much that has helped our own civilization in ways of living.

So, in spite of the dangers, real and imagined, the Phoenicians, the Greeks, and the Romans sailed the Mediterranean, and as they came to know the sea, they made rough maps to show the location of different lands along its shores.

P.62 Bravely they (Phoenicians) sailed through the strait into the Atlantic Ocean and at length reached the land which is now called England.

Perhaps the most important thing the Phoenicians did was to invent an alphabet. The alphabet we use today grew out of the alphabet the Phoenicians made so many years ago.

Like the Phoenicians, the Greeks became sailors and traders. Many of them were great artists and writers who left us beautiful poems, interesting stories, and wonderful statues

G. R. Bodley
People of Other Lands
Iroquois New York 1941

P.62 (cont'd) and temples so beautifully made that to this day people of other nations use them as models.

P.63 The Romans were great soldiers, builders, and rulers. Their armies conquered many of the surrounding countries. In the lands they ruled they built broad roads and wonderful buildings. The Romans also made wise laws for governing these lands. So good were the Roman laws that many of the laws of our country and other countries are copied from them.

P.64 Finally in 1869, engineers dug a great canal, the Suez Canal, through the Isthmus of Suez, thus joining the Mediterranean and Red seas. The opening of the Suez Canal has greatly added to the trade on the Mediterranean and has made of this inland sea a very important highway, over which ships of all nations are continually coming and going.

P.71 For hundreds and hundreds of years the Northmen have been brave and daring seamen. They were not afraid, like most people of early times, to go out across the ocean. Long, long ago they built strong little ships and ventured out in them farther and farther west. Nearly a thousand years ago they found the islands of Iceland and Greenland in the cold regions of the north. From there they pressed on and finally landed on the shores of North America, hundreds of years before any other people of Europe. The people of Norway still love the sea, and depend on it for much of their food.

P.75 To the north was another country which could be reached across the plains, but the Chinese were so afraid of the people who lived there that they built a great wall to keep them out.

P.78 For thousands of years the Chinese students have studied mainly the writings of Confucius. He was a wise man who lived about 500 years before Christ.

P.107 Australia was the last continent to be settled by the white men. Even after it was discovered, white people saw few reasons for going there. At last an English sea captain took possession of the land for England. The first settlement was not made until about the time George Washington became president of our country.

G. R. Bouley
People of Other Lands
Iroquois New York 1941

P.107 (cont'd) England thought this far-away island would be a good place to keep prisoners. So the first real settlers were prisoners sent from England. They lived in prison colonies near the present city of Sydney. Here they were forced to work to support themselves.

After a time it was discovered that Australia was too fine a country to use only as a prison. From time to time, Englishmen took their families to the island-continent. Only the brave and daring went, for the voyage was lone and dangerous. In spite of the hardships and dangers, settlers kept coming.

Frederick Branom and Helen Ganey
Our Land and Far Lands
Sadlier New York 1939

P.3 Many people from foreign countries have sailed into New York Bay and have passed the Statue of Liberty. The statue is the figure of a woman holding a torch. It is a sign that America is a land of freedom.

P.5 The tomb of General Grant is by the Drive and the Hudson River. General Grant was a great general during the Civil War and he was once President of the United States.

P.6 We visit Independence Hall, a picture of which is shown in Figure 4. We see the Liberty Bell which was rung after the Declaration of Independence was adopted in 1776. Just a few miles from Philadelphia is Valley Forge, where Washington and his army suffered during a very cold winter.

P.6 We reach Gettysburg and stop and visit the graves of many soldiers who fought in the Civil War.

P.38 Admiral Peary was a great Arctic explorer..... Peary was the first man to reach the North Pole.

Two other great Arctic explorers were Stefansson and MacMillan. Stefansson traveled over a large part of the Arctic Region in North America.

MacMillan has made many trips to the Far North. He has told us much about the life of the Eskimo.

Frederick Branom and Helen Ganey
Our Land and Far Lands
Sadlier New York 1939

P.38 In 1926 an American party led by Commander Byrd flew over the North Pole in an airplane.

P.43 The South Pole was discovered by Captain Amundsen a Norwegian. He went over the snow and ice to the pole..... During recent years Admiral Richard Byrd has led two parties to the Far South. On each trip Byrd made his camp at a place which he called Little America. Besides flying over the South Pole, Byrd explored much of the region and discovered many interesting things.

P.62 Cairo is really a Mohammedan city. This means that most of the Egyptians are Mohammedan. They are followers of Mohammed. Mohammedan places of worship are called mosques. Each mosque has one or more steeples. These are called minarets. Five times a day, a priest goes to the top of the minaret. Here he calls out to the people to pray.

P.63 Egypt has a grand and glorious history. It has been called "The Mother of Civilization". Egyptian civilization can be traced backward for sixty centuries. You recall that a century is one hundred years. Long before Europeans advanced in learning the Egyptians had a knowledge of many things.

P.64 The rulers of ancient Egypt were powerful and wealthy The wealth was used to build palaces, temples, and statues. The Ancient Egyptians loved beauty.

P.64-65 A few miles from Cairo are the Pyramids which were built by the Ancient Egyptians. These wonderful Pyramids are built on the edge of the desert. The largest was built nearly 5,000 years ago.....Each pyramid was built as a tomb. It was a burial place for an Egyptian ruler.....

Furniture, ornaments and even food were placed within the tomb. The Ancient Egyptians were so sure in their belief of a life after a death that they made ready for it.

Scenes were carved or painted on the walls inside the tomb. These scenes help us to understand how the Egyptians lived and worked a very long time ago.

There is a museum in Cairo which contains articles from the tombs of the kings and queens. There are examples of the oldest known writing in the world.

Frederick Branom and Helen Ganey
Our Land and Far Lands
Sadlier New York 1939

P.85 We expect to spend one night at the St. Bernard Hospice. ..... Monks have lived in the hospice for a great many years. They devote their lives to saving travelers.

P.94 One of the great heroes of Swiss history is William Tell. He helped to drive out some of the enemies of Switzerland about 600 years ago. Almost every boy and girl has heard the story of William Tell shooting the apple off the head of his son by means of a bow and arrow.

P.122 When you study history you will learn of the early civilization which centered around the Mediterranean Sea. You will learn about the Egyptians, Phoenicians, Greeks and the Romans.

The Ancient Egyptians built stone pyramids and temples. ..... So progressive were the Egyptians that they had a system of picture writing. An alphabet was developed by the Egyptians.

The Phoenicians were brave sailors and traders. They had an alphabet and they planned a system of money.

The Greeks built buildings and made statues of great beauty. They were lovers of art. The Greeks were very learned men. They were great writers. They had many excellent ideas about government.

The Romans too were great builders. They built beautiful buildings and fine roads..... They conquered many nations.

P.133 We already know about some boats which crossed the Atlantic. The Santa Maria, the flagship of Columbus, was a sailing vessel. The Mayflower, on which the Pilgrims came to America, was also a sailing vessel.

P.142 What girl or boy has missed learning of the Northmen or Norsemen? These brave seamen reached America long before Columbus..... The Norsemen lived along the coast of Norway.

P.156 For many, many centuries China was an Empire, governed by an Emperor.

P.158 China is an old, old nation. Long before the birth of Christ the Chinese carried on a caravan trade with the people of Central Asia.

The Chinese built a wall so that people from the north could not enter the country

Frederick Branom and Helen Ganey
Our Land and Far Lands
Sadlier New York 1939

P.171 Australia was first reached by the Dutch but the Dutch were not interested in a place which promised no trade. Later English sailors reached Australia. They did not think much of the place. It was in 1770 that Captain Cook, an Englishman, reached Australia.

Frances Carpenter
Our Neighbors Near and Far
American Book Company 1939

P.2 It was by traveling around the world that a great explorer named Magellan gave us the best proof of all that the earth is round. A little more than 400 years ago, he sailed to the West Indies from Europe.

P.11 The road we shall take is one of the broad highways that run across the northern half of our United States from the Atlantic Coast to the Pacific Coast. It is called the Lincoln Highway in honor of our famous President Abraham Lincoln.

P.17 "The City of Brotherly Love" as William Penn named the city seems to us like New York in many ways.

P.63 Our great American explorer Admiral Robert E. Peary was the first to reach the North Pole. For more than twenty years he had been trying to find this most northern point on the globe.

Again and again Admiral Peary set forth from the United States.....At last Admiral Peary succeeded. He reached the North Pole in 1909.

P.64 Another brave officer of the United States Navy, Admiral Richard E. Byrd, later flew over the North Pole in an airplane. He circled above it again and again and made notes from the sky. Admiral Byrd also spent months in exploring the frozen Antarctic continent.....The South Pole had already been discovered by the Norwegian explorer, Roald Amundsen. Amundsen later flew above the North Pole in an airship

Frances Carpenter
Our Neighbors Near and Far
American Book Company 1939

P.99 We are in one of the oldest countries upon earth. Egypt was a land of temples and palaces thousands of years before there were cities in Europe and America. It is so old that no-one knows just how long there have been ancient cities here on the banks of the Nile.

In many places along the river, in between the mud villages of today, there are ruins of these temples and of the tombs of Egyptian kings who lived thousands and thousands of years ago. Some of these were formerly covered with mounds of earth. But they have been dug out and we learn from them much about the life of Egypt in olden days.

P.100 It was the custom in those ancient times to preserve the bodies of the dead kings and queens in spices. They were wrapped in winding cloths and so treated that they have kept their shape even today. In the Cairo Museum we see many such dried bodies, which are called mummies.

With the mummy of a king or queen, the Egyptians of long ago buried rich treasures. They put them in rooms inside tombs which were sometimes painted with scenes showing the life of those times. The most famous of all the Egyptian tombs are the Great Pyramids near the city of Cairo.

From these treasures and paintings we can learn much about this Egypt of so long ago. We know that the Egyptian kings lived in splendid palaces, and that they had thousands of slaves to do their bidding. They sat upon handsome chairs and slept upon couches. Their dishes and vases were of pottery beautifully decorated in colors, and they used also many things made of gold.

The old Egyptians had a kind of writing which tells us also much about their life and customs. At first they used pictures and symbols instead of an alphabet. They carved these upon the stones of their tombs and upon pointed stone pillars called obelisks. Later they found out how to make a kind of paper from the papyrus plant that grew along the Nile.

P.105 Often we pass a building with a dome in the center of its roof and with four towers or minarets at its corners. This is a mosque, the church of the Egyptian people. Most of the Egyptians belong to the Mohammedan religion. They believe in a God whom they call Allah and in Mohammed, whom they call the prophet of God. They speak of themselves as Moslems.

The Moslem holiday is Friday. On that day all good Moslems go into the mosques to pray. They always say their

Frances Carpenter
Our Neighbors Near and Far
American Book Company 1939

P.105 (cont'd) prayers facing the East in the direction of Mecca, in Arabia. This is the city where Mohammed lived.

P.128 In the earlier days before there were so many railroads in Switzerland, travelers often crossed the Alps on foot, going through the passes in the mountains. Often they were lost in the snow and died of cold and hunger.

P.129 A priest known as St. Bernard built a shelter in one of the most dangerous passes.....The monks of St. Bernard raised huge shaggy dogs which they sent forth over the snow to hunt for travelers in distress.....Many lives were saved by the good monks and the brave dogs of St. Bernard.

P.137 Switzerland is in many ways like the United States. It is divided into states called cantons. It is governed by a president and a congress somewhat like ours at Washington. Its people rule themselves, for they choose their own president and their spokesmen in congress.

The Swiss love freedom. Sep and Heidi and all other Swiss children know the legend of the brave Swiss hero, William Tell. Two hundred years before Columbus discovered America, part of Switzerland was under the rule of Austria. The Austrian governor was a cruel man. He made unjust laws. The Swiss people were unhappy and longed to be free.

One day, the legend goes, the Austrian ruler commanded that all Swiss should bow down before his cap which was set up on a pole in the public square. William Tell, a famous archer, refused. The cruel governor ordered him to shoot an apple from the head of his little son, as a punishment for his disobedience to the order. We have all read how Tell's steady hand shot the arrow, splitting the apple without harming the child, and of how the brave Swiss dared to tell the tyrant that a second arrow would have killed him if the child had been wounded. Later William Tell helped his people to throw off the rule of Austria and to gain their freedom.

Some say this story is only a legend. But whether or not William Tell ever lived, many Swiss believe that he did. There are statues of him with his bow and arrow in several places in Switzerland.

Frances Carpenter
Our Neighbors Near and Far
American Book Company 1939

P.156 The palace of the queen of the Netherlands is here in The Hague. The queen is much like our own President. She rules the land with the help of their congress, which is called the States-General. The Netherlands is made up of eleven states or provinces. Each elects its own spokesmen in the States-General.

The Dutch are a hard-working, sturdy people. They are calm and quiet. They love peace. In The Hague there is a building called the Palace of Peace that was built by an American, Andrew Carnegie. Here different nations may come to talk over their differences and to settle their quarrels in a peaceful manner.

P.160 Three thousand years ago, on the eastern shore of the Mediterranean Sea, there lived a boy named Hiram. His land was called Phoenicia, and his father was the captain of a Phoenician trading ship. In those days the most civilized lands of the western world were the ones about the Mediterranean Sea, and most important of them all was the land of the Phoenicians.

The people about the Mediterranean used the sea for traveling and trading. The Phoenicians' ships were the largest and the most numerous. They sailed to every port about the Mediterranean, and their country grew rich with their trade. The Egyptians also had some of the first ships, but their sailors were not so daring as the brave Phoenicians.

Whenever Hiram's father set forth in his trading ship, his family wept. They feared the sea. There were tempests that wrecked the flimsy wooden ships. There were sea monsters, so they believed, that devoured the sailors. There were sharp rocks upon which ships were dashed to pieces by the strong waves. The trading ships were often gone for months at a time on their dangerous journeys.

As we look at a picture of a Phoenician ship like that on this page, we do not wonder at these fears. How different their boats were from the huge steel and iron steamship upon which we are moving so safely and speedily over the waves. Steam engines had not been then invented. There were no metal ships. Their little boats were of wood. They were rowed by many oars, or sent before the wind by means of sails. They moved lowly and they were not strong enough to withstand the high waves. Great engines send our steamship along over the water at a speed many, many times greater than that of the Phoenician oarsmen. A modern ocean steamship will carry as many people as one hundred of these old Phoenician vessels.

Frances Carpenter
Our Neighbors Near and Far
American Book Company 1939

P.161 An old legend tells of a Mediterranean sailor who passed through the Strait of Gibralter for the first time. When he came to the Atlantic Ocean, he was frightened. On the gray side of the Rock of Gibralter, as a warning to other sailors, he wrote the Latin words "ne plus ultra", which mean "no more beyond". But the Phoenicians were fearless. They believed that there was more beyond, and their ships were the first from the Mediterranean to brave the dangers of the mighty Atlantic Ocean. They finally came to the British Isles and brought back rich cargoes of tin.

There were learned men in Hiram's land. It is said that the Phoenicians were the first to invent an alphabet for writing and reading. Our own alphabet is thought to have grown out of the alphabet which they invented.

Another important nation of these olden times was Greece, a land not far to the northwest of Phoenicia. Greek traders also sailed around the Mediterranean, but the Greeks of long ago were famed chiefly for the splendid temples built by their architects, the beautiful statues made by their sculptors, and the fine writings which their learned men left behind them. Many of the handsomest of the public buildings in the United States have been modeled upon the old temples of Greece. The Lincoln Memorial at Washington is one example of how we follow the Greeks even today. In this way they have helped us to make our cities beautiful.

P.162 Farther on to the west of Greece and Phoenicia was Rome. The Romans were a great people in those early days. they built some of the world's first fine roads. Their sturdy warriors traveled by land and by sea. They discovered and conquered many new lands. At one time the Romans were the rulers of almost all the countries of southern Europe. The laws which they used to govern these lands were so well made that many other nations have studied them in drawing up their own laws.

These important nations of the past are no more. Other nations have grown up and become more powerful. Today there are many different peoples about the Mediterranean Sea, as we shall find out as we go on with our cruise. From the past there are left only the alphabet of the Phoenicians, the beautiful art and the fine poems of the Greeks, and the wise laws of the Romans. All of these have helped to make our own lives interesting and beautiful.

Frances Carpenter
Our Neighbors Near and Far
American Book Company 1939

P.163 We have already learned that our own United States was settled by people from Europe. Since the Pilgrims first came, ships have brought from the European continent thousands of families who wished to live in our free land and to become good Americans. Most of us have forefathers who once dwelt in Europe.

P.166 The Suez Canal. It took many years, and it cost millions of dollars,to dig this great canal. It is as long as the distance from New York to Philadelphia by the Lincoln Highway. Thousands of ships pass through it each year, and each one pays a fee to the British, who chiefly own it and who manage it. The Suez Canal has made the Mediterranean and its ports important in the trade of the whole world.

P.168 Another beautiful volcano which we see during our Mediterranean cruise is Mt. Vesuvius in Italy. This is the only really active volcano in Europe.....
Many villages have been destroyed by lava flows from these volcanoes. Not far from Vesuvius are the ancient cities of Pompeii and Herculaneum, which were completely buried by the volcano nearly nineteen hundred years ago.

P.169 At one time the Romans ruled almost all of this part of the world. They settled in every European country about the Mediterranean. So almost all of the children who live in these countries have had Roman forefathers. The people of Spain, France, and Italy today are often called Latins, from the ancient name of the old land of the Romans.

P.183 For hundred of years the people of Norway have fished in the northern seas. Even before Columbus discovered America, the brave Norsemen, as the people of Norway were called, sailed farther and farther out into the Atlantic Ocean in search of good fishing grounds. They reached the Grand Banks and even the unknown shores of what is now the United States. On their fishing trips they discovered also the northern islands of Iceland and Greenland.

P.190 For thousands of years the people of Ah Long and Pao Pay have dwelt in China. Theirs is one of the oldest nations on earth. No-one knows just how old it is because, for hundreds of years, the Chinese shut themselves away from all other nations.

Frances Carpenter
Our Neighbors Near and Far
American Book Company 1939

P.191 For years the Chinese did not want travelers from other lands. They feared strangers.

The Great Wall of China is about as high as a two story house. To shut their land completely away from the rest of the world, they built a mighty wall that ran over mountain and valley for a distance as far as from New York to Omaha.

In those olden days the Chinese were far ahead of the other nations of the world. They had artists and poets and many learned men. They were the first to spin silk, to print books, to make fine dishes, and to plow the land. They are thought to have made compasses, gunpowder, and many more things earlier than other people.

Richard Dodge and Earl Lackey
The World and Its People
Rand McNally New York 1932

P.4 For years men tried again and again to cross the ice-covered region and reach the North Pole. Finally, in 1909, a United States naval officer, Robert E. Peary, succeeded where so many before him had failed. Years later Richard E. Byrd, another American naval officer, flew over the North Pole in an airplane. Amundsen, a very famous explorer from Norway, also flew over the Pole in an airship. Of course, other men were with them to help fly the ships, but altogether only a few men have ever reached the North Pole.

P.25 Soon we pass a group of islands called the West Indies. Here we are sailing through the dark blue waters first explored by Columbus when he discovered America.

P.33-34 It is said that when Columbus reached South America in his search for India he saw some Indians playing with a strange kind of ball (rubber).

P.40 It was from Europe that the first white men came to our country. One of the very first to cross the Atlantic was Columbus. In his time travel at sea was dreadfully dangerous.

P.42 On Bedloes Island is the famous Statue of Liberty towering 350 feet above the level of the water. This statue, the highest in the world, was presented to the United States by the people of France.

Richard Dodge and Earl Lackey
The World and Its People
Rand McNally New York 1932

P.60 Since the sea is so near, the Dutch have long been great sailors. For hundreds of years they have sailed the seas as explorers, as traders, or as colonists. In fact, the Dutch were the first to plant a colony where New York City now stands. They called it New Amsterdam, after their own city of Amsterdam in Holland.

P.82-83 On our way southward toward Napoli we go through Roma (Rome), one of the oldest and most interesting cities of Europe. Had we time to stop there,we could spend months without seeing all the wonderful sights. Perhaps, some day, when we have learned from our history something about the Romans of long ago, we can return and visit this old city.

P.83 South of Napoli we see a mountain peak. This is Vesuvius, the most famous volcano in all the world. Long, long ago Herculaneum and Pompeii, two cities at the foot of the mountain, were buried under the dust and melted rock, or lava, poured out from this great volcano. These old cities are being uncovered, and from their ruins we learn much about how the early Romans lived.

P.90 It is also the port(Jidda) for Mecca, a city fifty miles inland. Millions of people in this part of the world believe in the Mohammedan religion. Mecca is their holy city,because Mohammed, their leader, was born there. Each year it is visited by thousands of Mohammedans. These people, some of whom come from great distances, are known as pilgrims.

P.99 The early Egyptians built some of the largest monuments and tombs in the world. No traveler in the Nile Valley should miss seeing the most famous of the pyramids. Over six thousand years ago the ancient kings of Egypt, who were called Pharaohs, built pyramids for tombs in which to be buried. These pyramids were built of huge blocks of stone placed one above the other. Hundreds of thousands of slaves worked in building them. Some of the pyramids are 460 feet high. Within these great tombs are found the bodies or mummies of the early kings of Egypt. Here, too, are found many things the Pharoahs used. There are chairs, couches, chariots, knives, pottery, and jewelry. These ancient Egyptians knew how to preserve the body after death, and we find the Egyptian mummies still in good condition today, although they are thousands of years old.

Richard Dodge and Earl Lackey
The World and Its People
Rand McNally New York 1932

P.100 Every traveler to the Nile Valley will want to see the famous Sphinx a huge stone figure with the head of a woman and the body of a crouching lion.

P.101 There are many fine mosques to be found throughout the city (Cairo). A mosque is a church building used by the followers of Mohammed, the great religious leader. Many of them are decorated in beautiful designs and colors.

P.106 The title of our story speaks of China as an old, old country of Asia. It will be interesting to learn how old China is. Several thousand years ago the peoples of northern and western Europe were still uncivilized. They had no cities. They lived chiefly by hunting and fishing and much of their time was spent in fighting one another. The Americas were not even to be discovered for many hundreds of years, and in those great continents lived only Indians. Yet at this early time China was already a civilized nation. The wealthy Chinese lived in well-built houses and dressed in silks. They knew how to read and write, and even had hospitals. Long before Europeans knew about such things, the Chinese had invented gun-powder and the compass, and understood printing.

P.107 From early days the Chinese wished to keep other people from coming into their country. To help do this, one of the Chinese rulers built a great wall which still stands. This wall is north of Peiping and extends westward from the sea 1,700 miles.

P.134 Only hardy explorers and sailors have ever visited Antarctica. We learned the names of two of the explorers to the Antarctic on our trip to the Far North. Amundsen was the first explorer to reach the South Pole. He and his companions tramped for many weary miles over the rough, uneven snow and ice. All their supplies were carried on sleds drawn by dogs. Admiral Byrd who flew his airplane over the North Pole, also flew over the South Pole. The story of Byrd's trip to Antarctica and his flight over the South Pole is a most exciting one. For our trip to Antarctica we shall follow Byrd and learn about the many interesting things he and his men saw and did.....

Richard Dodge and Earl Lackey
The World and Its People
Rand McNally New York 1932

P.137 The most daring part of Byrd's Antarctica trip was his flight to the South Pole. This was made in a large plane with three motors. On Thanksgiving Day, 1929, he set out from Little America with three brave companions..... On November 28 he circled over the spot known as the South Pole. As he did so, Byrd dropped an American flag weighted with a stone from the grave of Floyd Bennett, who had been his companion on the flight over the North Pole.

W. R. McConnell
Geography Around the World
Rand McNally New York 1945

P.63 The Egyptians, who have lived in the Nile Valley for thousands of years, have given many things to the world. One of these is the calendar. It seems like a very simple thing, and you don't think much about it except when you want to know how long it will be until Christmas or the Fourth of July. Yet the first calendar took much study and thought. Our calendar is not like the first one, of course, but it follows the same plan. The Nile River was very helpful to the wise men of Egypt when they made the plan of the calendar.

The pyramids of ancient Egypt are famous all over the world. They were built by powerful kings of Egypt so that people would remember them after they were dead. Many of the pyramids are still standing..... They were made of enormous blocks of stone, one on top of another, reaching up, up, and up toward the sky, but nobody knows just how they were built. The men who built them didn't have machinery to lift such blocks. How did they lift them? Even now the wisest men can't decide how pyramids were built.

There are many rooms inside the pyramids and in these were stored treasures that belonged to the kings and queens of that day. The rooms were sealed to that no-one could steal the treasures. Now some of the rooms have been opened, and from their contents we have learned many things about the Ancient Egyptians.

The Ancient Egyptians like jokes. They liked to make pictures that told funny stories, much as our comic strips tell funny stories. They did not have newspapers, of course, but they made comic strips just the same. The comic strips were carved on stone at first, but later paper was used.

W. R. McConnell
Geography Around the World
Rand McNally New York 1945

P.63 (cont'd) Some of these funny pictures are still to be seen in museums. One shows a donkey, a monkey, a lion, and a crocodile giving a concert. And that is funny, even today.

P.72 Soon we saw the pyramids standing as they have stood, strong and beautiful, for thousands of years. We wondered how they could have been built without the help of machinery. Sometime when we are older we shall come to Cairo again and visit the pyramids.

P.79 I shall go back several thousand years and tell you in a very short story something of the history of Greece. You must try to fit what I tell you into the things you have seen.

Once upon a time, thousands of years ago, very wise and civilized people lived in the land now called Greece and in near-by islands of the sea. These people had comfortable and beautiful homes. They enjoyed life whether they worked or played. They laughed and danced and sang and altogether lived very happily. Like the Egyptians whom you have visited, they worshiped a great many gods and goddesses. They built beautiful temples to honor their gods.

Their happiness lasted for years and years. It might have lasted still longer except for the wars that they fought over one thing and another. They fought over very foolish things, as people have done since the world began.

P.80 After a great many of these wars, their beautiful homes and temples were destroyed. And their land, which once had produced fine fruits and grains, was laid waste. Many of the people were killed, and many people were driven out of the country. Those who remained were poor and weak. They wandered about, living however they might.

After many, many hundreds of years had passed, fierce tribes of shepherds came into this once beautiful land. They were pleased with the climate of this country. They liked the months of earth-soaking rain. They saw that the pastures grew green with good grass for their flocks.

They saw, too, that on the low hillsides were groves of olive trees and fig trees, and that higher on the slopes were forests of beech and oak. Grapevines twined over the olive trees and the fig trees. Flowers dotted the meadows and the woodlands. The shepherds decided to stay. In the years that followed, more such tribes came, each tribe settling down in the valleys or on the gentle slopes of the mountains.

W. R. Mc Connell
Geography Around the World
Rand McNally New York 1945

P.80 (cont'd) By and by, as time went on, the shepherds began to plow the soil and to plant crops. Thus they became farmers. They taught their children to look after the flocks, so they were also shepherds.

They saw the need of planting all the land that would raise crops. In such a mountainous country as this, every bit of good ground must be used. So it came about that they began the custom of living in villages, so that they might plant more of the land.

Some of these villages grew into cities. Athens, for example, grew from a tiny village. So also Sparta and Corinth grew. These cities began more than three thousand years ago, no-one knows just when.

In the meantime some of the Greeks became sailors. Sometimes it is said that the mountains pushed the people into the sea. That is just an odd way of saying that because of the mountains there was not enough land for everyone to raise flocks or crops. For this reason many men turned to the sea to make a living for their families. In those olden days it was not difficult to build ships and boats because the country had plenty of forests which supplied timber.

At first the sailors sailed only from one bay to another along their own coast. Finally they became more daring and sailed away to other countries that bordered the Mediterranean Sea. Some of the sailors became traders. The Greeks had plenty of olive oil and wine, and people in other countries wanted these things. The Greeks did not have enough wheat and other grains, so they traded olive oil and wine for grain. They also bought fine silks from other countries.

P.81 After many years the sea and the irregular coastline of Greece helped the people of other countries. But, better still they helped the Greeks get acquainted with each other. Most of the valleys opened out to the sea, so that it was easy for people to go by boat from one valley to another. In time the Greeks stopped fighting each other and united into one country, which they love deeply. It is an old saying among them that "mountains divide while the sea unites".

P.99 "Many, many years ago, hundreds of years ago, most of the land of France was owned by rich people. The farmers who did all the hard work of raising the crops and caring for the animals did not own any land. They only worked on it.

W. R. McDonnell
Geography Around the World
Rand McNally New York 1945

P.99 (cont'd) The rich people lived in grand style in their beautiful chateaus and did nothing. Some of the chateaus were fortresses as well as homes, for there were a great many wars in those days. The fortresses were so strong that they were fairly safe places even in war.

Many of these ancient chateaus are still standing here on the way to the ocean. Some of them are in ruins. Some of them are used as museums. A few are still owned by very rich people. But now the farmers in France own their own lands, and they are happier so."

P.118 We go through a tiny hallway into the one room of the building. The windows are full of bright-blooming plants and on the wall hangs a picture of William Tell, a brave hero of Switzerland.

Hundreds and hundreds of years ago, people first went to Switzerland to escape robber bands. The robber bands wandered through the rich valleys of Europe stealing cattle, crops, money, anything.

At first they lived in caves in the mountains or in rude huts which they made of logs and branches of trees. They hunted for food, and they made their clothing last as long as it would.

After a great many years the people made roads down the sides of the mountains. Then other people came into the mountains. Some came just to see the beautiful scenery. Others came to make homes. All those who stayed had to work hard, had to make much of a little. That is how the country grew into a nation that is strong for such a small nation.

The people of Switzerland love their freedom even more than their mountains. They do not often go to war because they do not want the lands that other people have. They are content with what they have, but they want what they work for. Since they have to work hard for all that they have they do not waste anything.

P.162 So James Cook was employed by the Royal Society to go on the long and dangerous journey. He and his men set out in their ship in August 1768, almost a year before the passing of Venus. In those days all sea travel was by sailboat, and travel by sailboat is always slow because so much depends on the wind..... James Cook wrote a careful account of every thing that happened. Then he and his men made trips over Tahiti and the islands near by. Cook gave them the name Society Islands in honor of the Royal Society of London.

W. R. McConnell
Geography Around the World
Rand McNally New York 1945

P.162 (cont'd) From Tahiti the explorers sailed southwest to New Zealand. They sailed northwest from there and by and by bumped into the shores of Australia ! Other sailors had touched those shores before but no white men had really explored the land. And no-one knew that Australia was a large island, large enough indeed to be called a continent.

.....King George III of England was delighted to hear about the new land over which the English flag was waving. He made James Cook a captain of the navy. Everywhere the people cheered the brave captain and his brave men.

After a time Captain Cook was sent out to explore Australia. This time he discovered how large it is and that all of it lies south of the equator. The name Australia means "south lands".

King George thought it wise to have Englishmen settle the new land. But the English people were not willing to go there and live. They thought the new land was much too far from the homeland.

Then the king decided to send prisoners as settlers. He argued that prisoners would be happier even in a faraway land than they would be in prison. In Australia they could begin life all over again, forgetting the mistakes they had made in the past. So the first settlers were really men let out of prison.

Across the narrow strip of sea from Melbourne is a state of Australia which is not a part of the continent. It is an island which was discovered centuries ago by a sailor named Tasman. Though Tasman was from Holland, he did not take the land for his own country. It was settled by English people and is now a part of the country of Australia.

J. Russell Smith
World Folks
Winston, Philadelphia 1939

P1-2 Once upon a time, long before any person now living was born, a ship named the "Mayflower" sailed into a small bay on that edge of our country which faces the rising sun. A town now stands on the shore of that bay. Its name is Plymouth, in the State of Massachusetts. There were one hundred and five people on the "Mayflower". They had come across the sea to make their homes in this country. When they went ashore in December 1620 there was not a white man within hundreds of miles of them.

J. Russell Smith
World Folks
Winston, Philadelphia 1939

P.3 An Englishman named Roger Williams came to this country, lived among the Indians, learned their language, and wrote a book about them. This book tells us many things about some Indians called Narragansetts, who were neighbors of the Indians who lived near Plymouth when the white man came.

P.21 The first white man who ever saw the Indians of the plains was a Spaniard named Coronado.

P.29 These villages were called pueblos by the Spaniard Coronado, the first white man who saw them, and we still call them by that name and refer to the Indians who lived in them as the Pueblo Indians.

P.55 For a hundred years men tried to get to the North Pole but they always failed. Finally, in 1909, Robert E. Peary, an officer of the United States Navy, reached the North Pole after many trips and years of hard work.....In 1926 Richard E. Byrd, another officer of our navy, flew over the North Pole in an airplane. In 1929 Commander Byrd (later promoted to Rear Admiral) flew over the South Pole and in 1935 he completed his second expedition to this far-away cold land.

Three days after Byrd's flight to the North Pole, Roald Amundsen, a Norwegian, crossed the pole in a dirigible. In 1911, Amundsen had tramped over miles of ice-covered land to reach the South Pole.

P.59 In 1492, a brave Italian named Christopher Columbus started from Spain with some other men to sail across the western ocean.

P.60 On the seventieth day of the voyage, October 12, 1492, the weary sailors landed on an island, San Salvador or Watling Island, one of the group we call the Bahamas. Columbus did not know he had discovered a new continent but thought he had reached India.

P.60 The first men to go entirely around the world were the Portuguese sailors. They left Europe in the year 1519. They went westward around the southern end of South America and in three years some of them got back to Portugal.

J. Russell Smith
World Folks
Winston, Philadelphia 1939

P.111 The American, Mr. Peary, who was the first to reach the North Pole did it with the help of dog teams and Eskimo drivers and helpers.

P.120 Now that we have flying machines, Rear Admiral Byrd, an American, and an Englishman named Wilkins have explored much of this great land of ice by flying over it in an airplane.

Rear Admiral Byrd discovered new mountains and claimed some of the land of Antarctica for the United States

P.152 Every village has two things - the market and a mosque. Mosque is the name of a church building of the Mohammedan religion. Every mosque has a tower, called a minaret. Five times each day the priest climbs to the top of the minaret and cries out in a loud voice telling people to say their prayers to Allah, the Mohammedan name for God.

P.154 A long, long, time ago there was a king of the delta and a king of upper Egypt.....At last their two kingdoms became united into one kingdom called the Kingdom of Egypt. This happened about 3,400 years before Christ.....

The people who lived 3,400 years before Christ had a belief and a habit which were lucky for us because they carved them to leave records from which we can read today. They believed that the spirit of a person lived after death and had very much the same kind of life as before death..... In order that he might live this spirit life, it was necessary the Egyptians thought for his friends to preserve his body. To do this they filled the dead body with spices and other things to keep it from decay. They wrapped it in many layers of fine cloth and put it away in a room underground or in a stone chamber cut in the hillside. If the body, or mummy as it was called, was that of a king, a splendid tomb would be built to contain it.

Indeed, the great pyramids of Egypt are tombs of kings. These buildings are one of the wonders of the world.

J. Russell Smith
World Folks
Winston, Philadelphia 1939

P.154-155 To make their future life pleasant for the spirits of the dead, many things were put in the tombs with the mummies. Vessels of food that they had liked while they were alive were put in the tombs, fine furniture, jewelry, musical instruments, and many other things. To make the spirits feel at home whem they came back to the tomb, the walls were painted with scenes from the life of the one who was buried there.

P.155 From these rock pictures and from things found in the tombs we have learned a great deal about ancient Egypt.

P.156 Cairo has three Sabbaths every week - three days in succession - the Mohammedan on Friday, then the Jewish, then the Christian. Most of the people are Mohammedans, and their priest can be heard on the towers of many mosques calling the people to pray. Find a minaret, (the tower of a mosque) in Figure 189.

P.203 The Swiss are an intelligent people, a hardy people, and courageous people. They are a people who love liberty. One of their heroes is William Tell. More than four hundred years ago they built a chapel on the place where his house stood. The people wish always to remember him as one who helped free Switzerland from some cruel rulers. Perhaps your teacher will tell you the story of William Tell.

P.218 Since the Dutch were good sailors they sailed away soon after Columbus discovered America and took possession of some land far away southeast of Asia. It is now called Netherlands India.

P.227 The greatest of these sailing schoolmasters were people called the Phoenicians.

P.228 The Phoenicians soon built boats and sailed across the Mediterranean to Egypt....The Phoenicians sailed to Greece, Italy, North Africa, and Spain.

The sailing Phoenicians taught the Greeks many kinds of skilled work which they had themselves learned from the Egyptians. The Phoenicians taught the Greeks one thing that was more important than knowing how to weave cloth or make brassware or any other kind of goods. Ir was a new way of writing.

J. Russell Smith
World Folks
Winston, Philadelphia 1939

P.229 About the year 900 B.C. traveling Phoenicians taught the alphabet to the Greeks. That alphabet is now used by all the peoples of Europe, North America, and of western Asia as far as India.

..... Soon after the Phoenicians taught the Greeks how to work in stone, wonderful marble buildings began to rise up in Greek towns and cities. To this day people say there have never been more beautiful buildings than those built by the Greeks.....Greek sculptors carved figures which were placed inside the buildings on their porticos. Better sculptures than those made in ancient Greece have not been made anywhere in the world.

P.231 The city of Rome soon became the most important city in Italy. Then these Romans who were so fond of doing things conquered one neighboring town after another until they ruled all Italy. Next the Roman armies conquered every country on the Mediterranean Sea, until finally the Roman Empire ruled all the countries that touched this great sea.

P.236 The people of Gloucester have been fishermen for more than three hundred years. In 1623 some English fishermen sailed into the harbor at Gloucester, anchored their ships, and built some racks for drying fish.

P.256 A few years after Columbus discovered America, the fishing boats of England and France sailed all the way across the Atlantic to fish on the banks of Newfoundland and then sailed back, taking the fish to Europe. This they did for years and years before anyone from Europe settled on the coast of North America.

P.257 Long before the time of Columbus the greatest fishermen of all Europe were the people of Norway. In those days they were called Norsemen.....We should not care to go to sea in a Norse boat but the Norsemen were brave sailors. In their little ships they sailed across the ocean to Iceland and settled there, and they sailed to Labrador and on to a place which they called Vineland.

J. Russell Smith
World Folks
Winston, Philadelphia 1939

P.279-280 The people of China learned to read and to write, to have schools, to govern their country, to make tools, to build buildings and to be what we call civilized a long time ago. It was the Chinese who invented printing, the compass, gun powder and other things. China was an old country even when Greece was building her wonderful buildings. Greece was conquered by Rome and her schools were broken up, but China has kept on and on and on.

P.281 When our country was founded about one hundred fifty years ago, George Washington and Thomas Jefferson and the other great men of that time had farms that were very much like the farms of the people in Rome. George Washington's farm and the Roman farms were carried on in very much the same way.

P.287 Every year thousands of pilgrims make the long climb to the top of Fuji. Many of them worship the sun from its summit.

P.312 The Japanese have been on their islands for many hundreds of years. They have had emperors from one family for more hundreds of years than you have fingers and toes and ears and eyes. Japan was an old, old country when Christopher Columbus sailed out into the western ocean and found North America. During all these hundreds and hundreds of years the Japanese people grew their rice and silk and tea and built their houses and lived almost without change.

De Forest Stull and Roy Hatch
Journeys Through Many Lands
Allyn and Bacon Boston 1941

P.4 Over four hundred years ago the Spanish ship "Vittoria" of Magellan's fleet sailed around it. This took nearly three years. In 1933 the American, Wiley Post, in his airplane, "Winne Mae", flew around it in less than eight days.

De Forest Stull and Roy Hatch
Journeys Through Many Lands
Allyn and Bacon, Boston 1941

P.15 We take a sight-seeing bus about the city for several hours. We visit Independence Hall, with its famous Liberty Bell, where on July 4, 1776, The Declaration of Independence was signed. We pass the Betsy Ross House, where the first American flag was made, and Carpenters' Hall where the first Continental Congress met.

P.20 In the middle of the afternoon we reach Gettysburg, about 120 miles from Philadelphia. Gettysburg is known the world over as the scene of the three days' battle (July 1, 2, and 3, 1863) which marked the turning point in our Civil War. Here we stop and hire a guide to conduct us over a part of the 25 square miles which the Government has set aside as a national park. As there are 30 miles of automobile roads and over 1000 markers and monuments, our guide's task is not very easy. We visit the scene of Pickett's charge, the Wheat Field, Bloody Angle, Seminary Ridge, the Peach Orchard, Little Round Top, Devil's Den, and the scenes of other famous incidents of this great three days' battle.

P.30 We learn that a religious sect called the Mormons founded this western city and we visit their temple and their large tabernacle which can seat 8000 people at one time. We visit the State Capitol, the campus of the University of Utah, and of the cliff dwellers.

P.54 Many brave explorers have gone to these Arctic regions to find the North Pole, or to learn about the life of the Eskimo. Perhaps the most famous was Admiral Robert E. Peary, who was the first man to reach the North Pole. This he did on April 6, 1909.

Seventeen years later Admiral Richard E. Byrd and his assistant, Floyd Bennett, flew in an airplane from Spitzbergen, an island in the North Atlantic, to the North Pole and back in 16 hours. In less than two-thirds of a day they did what it took Admiral Peary two-thirds of a year to do. Within a few hours of his return, the radio told the world of what Byrd had done, but it was five months before the success of Peary's trip was known.

P.55 A man by the name of Roald Amundsen was the first to reach the South Pole. This he did on Dec.14, 1911. Like Peary he traveled with dog teams, had many hardships, and took a long time. The same Rear Admiral Byrd who flew to the North Pole also went to the South Pole by airplane on Nov. 29, 1929.

De Forest Stull and Roy Hatch
Journeys Through Many Lands
Allyn and Bacon, Boston 1941

P.59 The Upper Congo extends from the sources, or very beginnings, of the tiniest streams to Stanley Falls, named for the famous African explorer, Henry M. Stanley.

P.72 Almost all of these caravan drivers and oasis dwellers are Mohammedans, not Christians like ourselves. At the hour of worship, they spread their prayer rugs on the ground, face the east, or toward Mecca, and bow low to the ground as they say their prayers.

P.75 In the midst of the great lake made by the dam is the beautiful temple of Phylae, half under water.

P.80 They had mighty kings, who built temples and tombs so that their names would be remembered. We see the ruins of these great temples at Edfu and Karnak, and as we approach Cairo we notice the famous pyramids which we plan to visit when we reach the end of our river trip.

The pyramids are about five miles west of Cairo on the edge of the desert. We go by tram or motor to visit them and when we reach them, they seem very grand. We wonder also at the Sphinx, a huge stone statue nearby.....There are three pyramids near Cairo, two of which are about 450 feet high. The largest one covers an area about the size of a city block.

The pyramids were built about 4500 years ago by Egyptian kings to be used as monumental tombs. As there were no modern machines in those days, it took thousands of slaves many years to cut the huge blocks of stone, drag them to the pyramids, and lift them into place. Yet in spite of the sand storms from the desert they have lasted all these years and m may be standing here for many centuries more.

P.86 On the second day of travel we reach Genoa, a great and busy seaport. It was the birthplace of Columbus, who discovered our own coutry for the King and Queen of Old Spain. .....

Here the ship is anchored and we drive a dozen miles inland to the "Eternal City". We are anxious to see Rome because we have heard so much about its splendors. It was founded nearly 3000 years ago and is known as "The City of the Seven Hills". It was the center of the great Roman Empire, the most famous of olden times.

All the roads of this vast region led to Rome like the spokes of a great wheel. There are many ruins of the ancient city, and we enjoy visiting them, especially the Colosseum, where men fought lions before vast crowds, and the Roman Forum,

De Forest Stull and Roy Hatch
Journeys Through Many Lands
Allyn and Bacon, Boston 1941

P.86 (cont'd) where so many public meetings were held.
Rome is the capital of Italy to this day and is famous as a modern city. We visit St. Peter's Church and the Vatican, the home of the Pope and the center of the Catholic world.
It (Naples) has a curving shore-line, blue sky above, blue water below, and in the background is the famous smoking volcano, Vesuvius. Long ago this volcano destroyed the two cities of Pompeii and Herculaneum.

P.88-89 Modern Athens has wide boulevards and fine modern public buildings ,but we are more interested in the Athens that was. We visit the Acropolis, that famous hill crowned by the ruins of ancient temples, the most famous of which is the Parthenon.

P.94 Geneva is famous all over the world as the meeting place of the League of Nations, and the center for the world-wide Red Cross.

P.100 The next day a short trip by train brings us to a city called The Hague. This is where the Queen of Holland lives, and where the famous Peace Palace is. This stately building, surrounded by beautiful grounds, is the gift of our own Andrew Carnegie. Here the World Court holds its meetings.

P.109 No wonder, then, that so many of the people of Norway have become sailors. They were sailors in the old Viking days and they are sailors. today.

P.126 Near Peiping is the Great Wall, one of the most fambus sights in China . It was built over 2000 years ago and winds around over mountains and through valleys for a distance of over 1800 miles. It is made of large stones and earth, with lookout towers every so often. It was built to keep out the grassland nomads from the north. It did good work in the days of foot soldiers, horses, and spears, but would be of no use now against heavy guns.

ILLUSTRATIONS

Wallace Atwood and Helen Thomas
Home Life in Faraway Lands
Ginn Boston 1938

1. P.112 - Fig. 151 An Airplane View of the Center of Paris

Point to the island where the first settlers built their homes. How is it connected with the rest of the city ? Find a church on the far end of the island. This is the Cathedral of Notre Dame, one of the beautiful churches which you will visit while you are in Paris. The building was begun over 750 years ago, and Paris was more than 650 years old at that time. How old is the city now ?

2. P.146 - Fig. 197 The Ruins of the Colosseum at Rome

The Romans used this fine old building for outdoor entertainments nearly two thousand years ago. It is built in the shape of an oval, with tiers of seats arranged like those in our football stadiums and "bowls" of today.

3. P.147 - Fig. 199 The Ruins of Pompeii

If you were to walk through the streets of this old Roman city, you might almost imagine that you could see the people walking about and hear the two-wheeled chariots rumbling over the stone pavements.

4. P.148 - Fig. 200 Part of the City of Athens

The hill where the ruins are located is called the Acropolis. One of the ruined temples on the Acropolis is the Parthenon, which is said to have been the most beautiful building in the world.

Wallace Atwood and Helen Thomas
Home Life in Faraway Lands
Ginn Boston 1938
(cont'd)

5. P.153 - Fig. 206 The pyramids of Egypt

They are made of large blocks of stone. The largest pyramid was built nearly five thousand years ago. The corners of the pyramids point exactly north, south, east, and west. Notice the little Egyptian village in front of the pyramids.

6. P.180 - Fig. 242 Part of the Great Wall of China

Soldiers were once stationed along this wall to keep out men from other countries. The wall also kept out new ideas and customs.

Wallace Atwood and Helen Thomas
Visits in Other Lands
Ginn Boston 1943

1. P.125

The great stone pyramids were built thousands of years ago.

2. P.199

Beautiful cathedral in Mexico City is one of the largest churches in North America.

3. P.202

Straight ahead in this picture of Buenos Aires is the house of the president of Argentina. It is the Casa Rosada, or the Pink House because of its color.

Harlan Barrows and Edith Parker
Journeys in Distant Lands
Silver Burdett New York 1936

1. P.20 - Fig. 26 A Mound of Ruins in Babylon

2. P.21 - Fig. 27 Digging in the Ruins of an Ancient City

3. P.47 - Fig. 59 Pyramids along the Nile

4. P.131- Fig. 165 Peary on Board the Roosevelt

5. P.135- Fig. 167 Amundsen at the South Pole

6. P.136- Fig. 168 Schackleton's disabled ship fast in the ice for the winter. Two views

7. P.136- Fig. 169 Schackleton's ship

(Just numbers in the text with a list of illustrations at the back of the text.)

G. R. Bodley
People of Other Lands
Iroquois New York 1941

1. P.6 Washington Crossing Bridge

It is built at the point where more than one hundred and fifty years ago General George Washington and a small force of American soldiers crossed the Delaware River and defeated a British force in a very important battle.

2. P.7 Independence Hall in Philadelphia

In one of its rooms, July 4, 1776, the Declaration of Independence was signed. Rung out by the bell which hung in the tower. Ever since that time the bell has been called

G. R. Bodley
People of Other Lands
Iroquois New York 1941
(cont'd)

2. P.7 Independence Hall in Philadelphia - (cont'd)

the Liberty Bell.

3. P.20 MacMillan Ship

This is the ship of Donald MacMillan, a famous Arctic explorer.

4. P.36 The Great Sphinx

The Sphinx lies in the desert guarding the entrance of the Nile Valley. In the many, many years since it was built, sand blown by the wind has worn away much of its rock and even partly covered the huge figure. Not long ago it lay half buried in the desert but now the sand has been removed from around it. The pyramids in the background are tombs of old-time kings of Egypt. It took many years to build them. But they were made so well that today they look much as they did nearly 5000 years ago when they were finally completed.

5. P.61 The Acropolis of Athens

The word "Acropolis" means the high part of a town. On this hill the Greeks built beautiful temples many hundreds of years ago, when Greece was a rich and powerful country. So much time has passed since the buildings were finished that they have fallen into ruin. But even the ruins are noted for their beauty. The Greek style of building is used in many countries today. Perhaps some buildings in your town have columns copied from one of the temples you see in this picture.

6. The Crater, or Mouth of Mount Vesuvius,.....

Once, many years ago, Vesuvius threw out such great quantities of rock and ashes that towns nearby were buried deep under them.

G. R. Bodley
People of Other Lands
Iroquois New York 1941
(cont'd)

7. P.74 Great Wall of China

The wall is over 1200 miles long. It was built by the Chinese hundreds of years ago to shut out fierce people who lived to the north.....But though the Great Wall kept out small robber bands, it did not fully protect China. Several times, large armies succeeded in passing the wall and defeating the Chinese in battle.

Frederick Branom and Helen Ganey
Our Land and Far Lands
Sadlier New York 1939

1. P.6 - Fig.4 Philadelphia

Independence Hall as it looked when the Declaration of Independence was signed there.

2. P.61 - Fig.47

This is a picture of Cairo, Egypt..... Find the mosques with the tall steeples.

3. P.64 - Fig.49 A Desert Camp near the Pyramids in Egypt

The Pyramids are visited by many people every year. People look at them and wonder how the Egyptians could ever have built them. The Pyramids are built of large blocks of rock. They have been standing in the desert for hundreds of years and they probably will stand for many more hundreds of years.

4. P.85 - Fig. 67 Hospice of St. Bernard

Frederick Branom and Helen Ganey
Our Land and Far Lands
Sadlier New York 1939
(cont'd)

5. P.111 - Fig.84 A Small French Village with a Very Old Castle

The castle was built one hundred years before Columbus discovered America. It looks as if the castle will stand for many more years.

Frances Carpenter
Our Neighbors Near and Far
American Book New York 1939

1. P.17

Independence Hall, Philadelphia has many historic buildings. The most famous is Independence Hall, where the Declaration of Independence was signed. On the right is the room where the Declaration was adopted July 4, 1776.

2. P.94

The three pointed buildings are the Pyramids near Cairo, the tombs of the ancient Egyptian kings.

3. P.99

The Egyptian Sphinx near Cairo is a great rock carved with the head of a man and the body of a lion. It guards the entrance to the Nile Valley. Recently men have cleared away the sand that covered its base.

4. P.137 Lion Monument at Lucerne

The dying lion commemorates a group of Swiss soldiers who lost their lives.

Frances Carpenter
Our Neighbors Near and Far
American Book New York 1939

(cont'd)

5. P.137 The Statue of William Tell at Altdorf

Altdorf is said to have been the birthplace of William Tell.

6. P.156 The Palace of Peace at The Hague

This beautiful building was given by Andrew Carnegie to all the nations of the world. It is a monument to his hope that war among the peoples of the earth might cease.

7. P.160 A Phoenician Ship

8. P.161 Ruins of the Parthenon at Athen, Greece

This is the most famous of all temples of old Greece. The Lincoln Memorial at Washington is like the Parthenon in many ways.

9. P.162 The Colosseum At Rome

The circular open-air theater was built nearly 1900 years ago. In its arena the ancient Romans held races and contests of many kinds.

10. P.168 Ruins of Pompeii at the base of Vesuvius

This ancient city was for a long time buried in lava and ashes. Now its streets are uncovered and some of its houses restored.

11. P.192 Great Wall of China

The Great Wall of China was built more than 2,000 years ago. Note the watch towers every hundred yards.

Richard Dodge and Earl Lackey
The World and Its People
Rand McNally New York 1932

1. P.4 - Fig.2 Donald MacMillan's Ship Frozen in Ice

2. P.69 - Fig.72 View of the Lake of Lucerne

.....In Lucerne there is a famous lion carved out of solid rock.

3. P.74 - Fig.78 Tell's Chapel, Lake of Lucerne

Here, so the story goes, William Tell escaped from the boat in which he was being taken to prison. In a town nearby is a statue of Tell and his son.

4. P.100 - Fig.104 Pyramid of Giza near Cairo

There are a number of pyramids in Egypt, but the ones shown here are visited most frequently.

5. P.100 - Fig.105 The Famous Sphinx of Egypt

For many, many hundreds of years this great stone figure has looked out over the sands of the desert. It is so large that the men standing at its base seems very small indeed.

6. P.100 - Fig.106 A Mosque in Cairo

From the narrow railed platform near the top of the first tower a crier calls the people to prayer. People take off their shoes when they enter a mosque.

7. P.106 - Fig.110 A View of the Great Wall

.....It took many soldiers to guard this great long wall.....

Richard Dodge and Earl Lackey
The World and Its People
Rand McNally New York 1932
(cont'd)

8. P.133 - Fig.139 Byrd's Ship the "City of New York" Tied Up at the Ice Barrier.

9. P.136 - Fig.144 Admiral Byrd and His Dog, Igloo

Byrd will always be remembered for what he has done to acquaint us with the polar regions. His daring flight to the North and South Poles were part of that work. Igloo traveled with Byrd to the North Pole and to Little America.

10. P.138 - Fig.147 A View of Little America

Byrd pitched his camp on the great ice sheet near where Amundsen once had a camp.

W. R. McConnell
Geography Around the World
Rand McNally New York 1945

1. P.51 Farms of Egypt Ready for Water

In the distance stand the Pyramids

2. P.93 The Great Spire of Notre Dame Cathedral in Paris

Through the heart of the city flows the Seine

3. P.100

Grim and cold the strong and sturdy Chateau of Montpoupon lords it over the surrounding hills and valleys.

J. Russell Smith
<u>World Folks</u>
Winston Philadelphia 1939

1. P.2 - Fig. 2 The Town of Plymouth in 1622

The settlers lived in the log houses which you see in the picture. The larger log house which you see at the right is part of the old fort.

2. P.32 - Fig. 44 Indian Picture Writing

Four groups of writing.

3. P.142 - Fig. 174

In the background of the picture may be seen three of the pyramids. The pyramid of Cheops at the right is 451 feet high.

4. P.154 - Fig. 186 The Sphinx

This big statue carved out of rock has the head of a woman and the body of a lion. It was made hundreds of years before Christ.

5. P.154 - Fig. 187

An unusual view of the pyramids at Gizeh near Cairo, Egypt. The Great Pyramid (Cheops) is the tallest one in the picture.

6. P.155 - Fig. 188

Joseph may have seen these carvings and hieroglyphics on the wall and pillars of this temple during his stay in Egypt. They are almost as clear and sharp today as they were in his day.

7. P.203 - Fig. 241

The statue of William Tell and his son stands at Altdorf, in central Switzerland.

De Forest Stull and Roy Hatch
Journeys Through Many Lands
Allyn and Bacon Boston 1941

1. P.4 Girdling the Earth

Once upon a time a brave man, named Magellan, set out in a small, slow-sailing ship which circled the globe. How long do you think it took ? A while ago, another brave man, Wiley Post sped through the air in his "Winnie Mae" faster than the fastest boat. In less than eight days he circled the globe and came safely back to where he had started from. A few years later, Howard Hughes and four assistants broke Post's record by flying around the world in less than four days.

In this picture Post, who two years later was the victim of an airplane crash in Alaska, is shown watching a mechanic put gasoline in the "Winnie Mae", now in the Smithsonian Institution.

2. P.14 Independence Hall

Let us go inside and peep into the room where the Declaration of Independence was signed and look at the great bronze bell, cracked now, but able, a century and a half ago, to peal forth news of that historic event.

3. P.14 The Betsy Ross House

Legend has it that here, in this house, Betsy Ross made the first American flag. It looked like the one hanging from the top window.

4. P.14 Carpenter's Hall

It was here, in 1774, that fifty-five men from all the colonies but Georgia met in what was to be the fore-runner of all the Congresses from that day to this.

5. P.20 Where the Gray Ranks Met the Blue

This lovely, peaceful spot, with its granite and marble markers, seems very far away from the terrible three day's battle fought here in July, 1863, which marked the turning point in the great war between the States. Today, forty-eight states are willing members of our nations.

De Forest Stull and Roy Hatch
Journeys Through Many Lands
Allyn and Bacon Boston 1941
(cont'd)

6. P.75 Noon on the Desert

In this oasis village, beneath the shadow of the pyramids where kings of Egypt were buried long ago, camels and drivers stop to rest.

7. P.76 The Temple of Phylae

As the waters backed up, the lovely temple on the island of Phylae was partly submerged. Just the top now shows, like the roof of some ancient sea god's palace.

8. P.78 The Avenue of the Sphinxes at Karnak

Silent, motionless, these great stone creatures have crouched here through the centuries, defying wind and weather, waiting perhaps for some great Pharoah to ride by once more in the splendor of long ago.

9. P.80 The Highest Tomb in the World

Thousands of years ago uncounted numbers of slaves built this great Pyramid, block by block, to satisfy the pride of a ruler. Nearby, the Great Sphinx, carved out of solid rock, stands guard over this royal tomb. The sands of the desert are continually burying the base, but they cannot destroy it entirely.

10. P.81 Colorful Cairo

A mosque from whose minarets, five times a day, comes the muezzin's call to prayer.

11. P.87 The Colosseum

In the day of Rome's splendor, this roofless amphitheater was the scene of many contests. Looking at it now, one can almost hear, above the shouts of ghostly spectators, the clang of metal on metal as gladiator fought gladiator in mortal combat.

De Forest Stull and Roy Hatch
Journeys Through Many Lands
Allyn and Bacon Boston 1941
(cont'd)

12. P.87 Rome, The Magnificent

Here stands Rome--city of Romulus and Remus: once Republic, then empire: pride of the Caesars: symbol of power and glory and ancient splendor. In the foreground stands St. Peter's, one of the world's great churches; to the left of it the Vatican with its beautiful gardens; while at the top of the picture the Tiber winds away to the sea.

13. P.87 Genoa, The Proud

Alongside the ships of many nations, our boat drops anchor in the busy harbor of Genoa. Once, in years gone by, Columbus walked along its hills, and nobles in medieval castles dreamed of the wealth of the Indies. Today, tall buildings cluster thick along the water front.

14. P.89 "The Glory That Was Greece"

No beauty in the world can compare with the gleaming white columns of the Parthenon, atop the Acropolis--citadel of Greece. Here, in days gone by, where skies are bluer and air sweeter, beat the heart of Athens. It was with deep civic pride that the Athenian boys solemnly pledged, "Never will we bring disgrace upon our city....."

15. P.94 St. Bernard--A Friend in Need

In the 11th century, the good St. Bernard founded a shelter for travelers at a pass high up in the Alps. Today the Augustine monks, with the aid of their famous trained dogs, save the lives of many a winter wayfarer.

16. P.102 The Palace of Peace

It is the dream of all peace-loving people that this building may become the home of peace for all the world. That here, around the conference table, representatives of all nations may be able to settle by friendly debate, those

De Forest Stull and Roy Hatch
Journeys Through Many Lands
Allyn and Bacon Boston 1941
(cont'd)

16. P.102 The Palace of Peace (cont'd)

perplexing international problems that so often lead to war.

17. P.126 The Great Wall of China

Gone are the raiding horsemen of the north--gone the need for a defense like this. The Great Wall stands today a monument to man's work two thousand years ago.

Date Due
Date Loaned

NOV 8			
NOV	1946	MAY 12 1949	
MAR 1		MAY 25 1949	
		JUN 8 1949	
MAR 31 1947		JAN 18 1949	
APR 10 1947		OCT 17 1949	
		NOV 17 1949	
JUL 17 1947		MAR 17 1950	
MAR 22 1948		APR 30 1951	
JAN 3	1949		
JAN 15 1949			
MAR 1	1949		
apr 7			
MAY	1949		

Library Bureau Cat. no. 1136

BOSTON UNIVERSITY
1 1719 02482 2084

Ed.

Service
Paper
Hirtle, E.M.
1945